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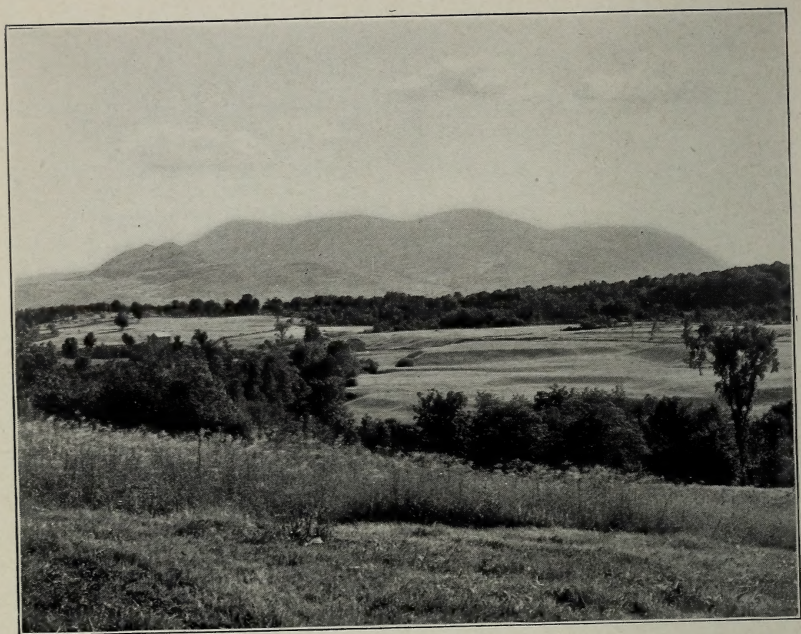
NORTH ADAMS NORMAL SCHOOL



CIRCULAR AND CATALOG

1908





Straight mine eye hath caught new pleasures
Whilst the landscape round it measures:
Russet lawns and fallows grey,
Where the nibbling flocks do stray;
Mountains on whose barren breast
The labouring clouds do often rest;
Meadows trim with daisies pied,
Shallow brooks and rivers wide;
Flowers and battlements it sees
Bosomed high in tufted trees,—
Where perhaps some beauty lies,
The cynosure of neighbouring eyes.

MILTON.

The thunder and lightning, storm and cloud, as well as the soft beauty of colour, and the harmony of mountain outline, have been a part, and a very important part, of their training. * * On these heights such men seemed to have gained something of the strength of Him who dwells in the heavens far above their highest peaks,—“the strength of the hills,” which, as the Hebrew poet says, “is His also.”

HUTCHINSON, in *The Story of the Hills*.

STATE NORMAL SCHOOL

AT

NORTH ADAMS, MASS.

Established June, 1894

CIRCULAR AND CATALOG

For Year ending June 30, 1908



BOSTON

WRIGHT & POTTER PRINTING CO., STATE PRINTERS
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1908

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Ex Officio

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His Honor EBEN S. DRAPER, Lieutenant-Governor

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CALENDAR

1908

Graduation

Tuesday, June 23, 10 A.M.

First Entrance Examination

Thursday and Friday, June 25 and 26, at 9 A.M.

Second Entrance Examination

Tuesday and Wednesday, September 8 and 9, at 9 A.M.

School Year Begins

Training School, Tuesday, September 8.

Normal School, Thursday, September 10, at 9 A.M.

Thanksgiving Recess

Begins Tuesday night, November 24. Ends Monday night, November 30.

Christmas Recess

Begins Wednesday night, December 23. Ends Monday night, January 4.

1909

Second Term Begins

Monday, February 1.

Spring Recess

Begins Friday night, April 9. Ends Monday night, April 19.

Graduation

Tuesday, June 22, 10 A.M.

First Entrance Examination

Thursday and Friday, June 24 and 25, at 9 A.M.

Second Entrance Examination

Tuesday and Wednesday, September 7 and 8, at 9 A.M.

School Year Begins

Training School, Tuesday, September 7.

Normal School, Thursday, September 9, at 9 A.M.

Thanksgiving Recess

Begins Tuesday night, November 23. Ends Monday night, November 29.

Christmas Recess

Begins Wednesday night, December 22. Ends Monday night, January 3.

Sessions are from 9 A.M. to 12 M., and 1.30 P.M. to 4 P.M. Saturday sessions are omitted.

Entrance examinations on the dates given above begin at 9 o'clock A.M., in the assembly hall. Candidates are to be present at the opening and on both days. They should come prepared to stay in September, as the term begins on the following day.

For information about the school address the principal at North Adams.



STATE NORMAL SCHOOL

AT NORTH ADAMS, MASS.

LOCATION

North Adams is distinctly picturesque. The elevations that surround the city are among the most attractive of the Berkshire Hills. On the north side are rounded domes of the Green Mountains, on the east the abrupt wall of Hoosac Mountain overhangs the city, while on the south-west border rise the outlines of massive Greylock, the highest peak in Massachusetts.

On the westerly slope of an eminence rising several hundred feet above the river are situated the school buildings. Of the many beautiful locations in Berkshire County, the one chosen is remarkably fine. The city of North Adams was both wise and generous in its gift of a location.

The city is easily reached from the east and west by the Fitchburg Railroad, from the south by the Boston & Albany road. Electric cars connect the city with Williamstown and other towns to the west, with Adams and other towns southward through Berkshire County.

BUILDINGS

The school building, the dormitory, and the principal's house in exterior are of yellow brick and white marble, with metal roofs. The school building, in Italian style, is one hundred and fifty-two feet long, eighty-four feet deep, and three stories and basement in height. It is of slow-burning construction, the floor timbering and roof being carried with steel beams and trusses. The arrangement of stairways, which are iron, gives easy and safe egress.

In the basement are the boiler, engine, fuel, heating, and repair rooms, rooms for manual training, and a photographic dark room; in the first story, printing room, lunch, cloak, coat, and toilet rooms, and four natural science laboratories; in the second story, the assembly hall, office, libraries, and class rooms for language and mathematics; and in the third story, the physical and chemical laboratories, the kitchen and dining room, the kindergarten room, and the art rooms.

REQUIREMENTS FOR ADMISSION

Candidates for admission to any one of the normal schools must, if young women, have attained the age of sixteen years, and if young men, the age of seventeen years. Their fitness for admission will be determined:—

- 1 By their standing in a physical examination
- 2 By their moral character
- 3 By their high school record
- 4 By a written examination
- 5 By an oral examination

PHYSICAL EXAMINATION

The State Board of Education adopted the following vote March 7, 1901:—

That the visitors of the several normal schools be authorized and directed to provide for a physical examination of candidates for admission to the normal schools, in order to determine whether they are free from any disease or infirmity which would unfit them for the office of teacher, and also to examine any student at any time in the course, to determine whether his physical condition is such as to warrant his continuance in the school.

MORAL CHARACTER

Candidates must present certificates of good moral character. In deciding whether they shall prepare themselves to become teachers, candidates should note that the vocation requires more

than mere freedom from disqualifying defects; it demands virtues of a positive sort that shall make their impress for good upon those who are taught.

HIGH SCHOOL RECORD

It may be said, in general, that if the ordinary work of a good statutory high school is well done, candidates should have no difficulty in meeting the academic tests to which they may be subjected. *They cannot be too earnestly urged, however, to avail themselves of the best high school facilities attainable in a four years' course, even though they should pursue studies to an extent not insisted on, or take studies not prescribed, in the admission requirements.*

The importance of a good record in the high school cannot be overestimated. *Principals are requested to furnish the normal schools with records of the high school standing of candidates.* The stronger the evidence of character, scholarship, and promise, of whatever kind, candidates bring, especially from schools of high reputation and from teachers of good judgment and fearless expression, the greater confidence they may have in guarding themselves against the contingencies of an examination and of satisfying the examiners as to their fitness.

ADMISSION BY CERTIFICATE

Candidates from high schools which are on the certificate list of the New England College Entrance Examination Board may be admitted to any of the State normal schools without examination in any subject required for admission in which they have attained a standing of B, or 80 per cent., as certified by the principal of the school.

Beginning with 1908, candidates from high schools not in the college certificate list may be admitted on similar conditions, if the high schools are approved for the purpose by the Board of Education.

ADMISSION BY EXAMINATION

WRITTEN EXAMINATION

The examinations will embrace papers on the following groups of subjects, a single paper with a maximum time allowance of two hours to cover each of groups I, II, and IV, and a single paper with a maximum time allowance of one hour to cover each of groups III and V (*five papers with a maximum time allowance of eight hours*):—

I *Language* — (a) English, with its grammar and literature, and (b) either Latin or French.

II *Mathematics* — (a) The elements of algebra and (b) the elements of plane geometry.

III *United States History* — The history and civil government of Massachusetts and the United States, with related geography and so much of English history as is directly contributory to a knowledge of United States history.

IV *Science* — (a) Physiology and hygiene and (b and c) any two of the following: physics, chemistry, physical geography, and botany, provided one of the two selected is either physics or chemistry.

V *Drawing and Music* — (a) Elementary, mechanical and free-hand drawing, with any one of the topics, — form, color, and arrangement, and (b) music.

ORAL EXAMINATION

Each candidate will be required to read aloud in the presence of the examiners. He will also be questioned orally either upon some of the foregoing subjects or upon other matters within his experience, in order that the examiners may gain some impression about his personal characteristics and his use of language, as well as give him an opportunity to furnish any evidences of qualification that might not otherwise become known to them.

GENERAL REQUIREMENT IN ENGLISH FOR ALL EXAMINATIONS

No candidates will be accepted whose written English is notably deficient in clear and accurate expression, spelling, punctuation, idiom, or division of paragraphs, or whose spoken English exhibits faults so serious as to make it inexpedient for the normal school to attempt their correction. The candidate's English, therefore, in all oral and written examinations will be subject to the requirements implied in the statement here made, and marked accordingly.

SPECIAL DIRECTIONS FOR THE WRITTEN EXAMINATIONS

I Languages

(a) *English* — The subjects of the examination will be the same as those generally agreed upon by the colleges and high technical schools of New England.

The list of books for study prescribed by the Commission of Colleges in New England for 1908 is as follows: —

Shakespeare's *Julius Cæsar*; Milton's *L'Allegro*, *Il Penseroso*, *Comus*, and *Lycidas*; Burke's *Speech on Conciliation with America*; Macaulay's *Essay on Addison* and *Life of Johnson*.

The books for study in 1909 are: Shakespeare's *Macbeth*; Milton's *L'Allegro*; Burke's *Speech on Conciliation with America*, or *Washington's Farewell Address* and *Webster's First Bunker Hill Oration*; Macaulay's *Life of Johnson* or Carlyle's *Essay on Burns*.

The purpose of the examination is to discover, (1) whether the student has acquired a good habit of study; (2) whether he has formed any standards of literary judgment; (3) whether he has become discerning of literary merit; and (4) what acquaintance he has with standard English and American writers.

The examination will take such a form that students who have followed other than the prescribed lines of reading may be able to satisfy the examiners on the above points.

II Mathematics

(a) The elements of algebra through affected quadratic equations.

(b) The elements of plane geometry.

While there is no formal examination in arithmetic, the importance of a practical working acquaintance with its principles and processes cannot be too strongly emphasized. The candidate's proficiency in this subject will be incidentally tested in its applications to other subjects.

In geometry, the candidate's preparatory study should include independent solutions and demonstrations, — work that shall throw him upon his own resources; and his ability to do such work will be tested in the examination. An acquaintance with typical solid forms is also important, — enough, at least, to enable the candidate to name and define them and to recognize the relations borne to them by the lines, planes, angles, and figures of plane geometry.

III United States History

Any school text-book on United States history will enable candidates to meet this requirement, provided they study enough of geography to illumine the history, and make themselves familiar with the grander features of government in Massachusetts and the United States. Collateral reading in United States history is strongly advised; also in English history, so far as this history bears conspicuously on that of the United States.

IV Science

(a) *Physiology and Hygiene* — The chief elementary facts of anatomy, the general functions of the various organs, the more obvious rules of health, and the more striking effects of alcoholic drinks, narcotics, and stimulants upon those addicted to their use.

(b and c) *Any Two of the Following Sciences, — Physics, Chemistry, Botany, Physical Geography, provided One of the Two is either Physics or Chemistry* — The chief elementary facts of the subject selected, so far as they may be presented in the courses usually devoted to them in good high schools. It will be a distinct advantage to the candidate if his preparation includes a certain amount of individual laboratory work.

A laboratory notebook, with the teacher's endorsement that it is a true record of the candidate's work, will be accepted as partial evidence of attainments in the science with which it deals. The original record should be so well kept as to make copying unnecessary.

V *Drawing and Music*

(a) *Drawing* — Mechanical and free-hand drawing, — enough to enable the candidate to draw a simple object, like a box or a pyramid or a cylinder, with plan and elevation to scale, and to make a free-hand sketch of the same in perspective. Also any one of the three topics, — form, color, and arrangement.

(b) *Music* — Such elementary facts as an instructor should know in teaching singing in the schools, including major and minor keys, simple two, three, four, and six part measures, the fractional divisions of the pulse or beat, the chromatic scale, the right use of the foregoing elements in practice, and the translation into musical notation of simple melodies or of time phrases sung or played.

IMPORTANCE OF ADEQUATE PREPARATION

Candidates should measure their duty of making adequate preparation not wholly by the subjects selected and the papers set for the admission examinations, but by the larger demands their chosen vocation is sure to make upon them. The more generous and thorough, therefore, the preparation of the candidate, the greater the likelihood of profiting by the normal school, of completing the elementary course on time, of securing employment after graduation, and of doing creditable work as a teacher.

The candidate is advised, therefore, to utilize all feasible opportunities offered by the regular high school course for promoting this breadth of preparation, and the high school should aim to hold the candidate up to the higher ideals of such preparation.

EQUIVALENTS

Reasonable allowance in equivalents will be made in case a candidate, for satisfactory reasons, has not taken a study named

for examination. Successful experience in teaching will be taken into account in the determination of equivalents.

DIVISION OF THE EXAMINATIONS

Candidates may be admitted to preliminary examinations a year in advance of their final examinations, provided they offer themselves in one or more of the following groups, each group to be presented in full: I French; II Mathematics; III United States History; IV Science; V Drawing and Music.

Preliminary examinations can be taken in June only.

Every candidate for a preliminary examination must present a certificate of preparation in the group or groups chosen, or in the subjects thereof, the form of certificate to be substantially as follows:—

.....has been a pupil in the

.....School for.....years, and is, in my judgment, prepared to pass the normal school preliminary examination in the following group or groups of subjects and the divisions thereof:—

.....

.....

Signature of principal or teacher,.....

Address,.....

While division of the final or complete examinations between June and September is permissible, it is important both for the normal school and for the candidate that the work laid out for the September examinations, which so closely precede the opening of the normal schools, shall be kept down to a minimum. Candidates for the final or complete examinations are earnestly advised, therefore, to present themselves in June.

TIMES OF EXAMINATION AND ADMISSION

Examinations for admission to the normal school are held at the close of the school year in June, and also at the beginning of the school year in September, as stated in the calendar. Candidates are advised to present themselves at the first examination.

New classes are admitted to the normal schools at the beginning of the fall term. Candidates should come in September prepared to stay, as regular work begins on the day following the examinations. In exceptional cases admissions to classes already formed are allowed at the beginning of the second term.

ELEMENTARY COURSES

The elementary courses of study are designed primarily for those who aim to teach in the public schools below the high school grade.

GRAMMAR-PRIMARY COURSE

It comprises substantially the following subjects:—

I The study of the educational values of the following subjects and of the principles and methods of teaching them:—

(a) English, — reading, oral and written composition, grammar, rhetoric, English and American literature.

(b) Mathematics, — arithmetic and bookkeeping, algebra, plane geometry.

(c) History, — history and civil polity of the United States and of Massachusetts.

(d) Science, — physics, chemistry, mineralogy, botany, zoölogy, geography, physiology and hygiene.

(e) Drawing, vocal music, physical training. Manual training, school gardening, cooking, sewing, sanitation.

II (a) The study of man, body and mind, for the principles of education; the study of the application of these principles in school organization, school government, and in the

art of teaching; the history of education; the school laws of Massachusetts.

(b) Observation and practice in the training schools.

The time required for the completion of this course depends upon the students. It may not exceed two years for those of satisfactory preparation and superior ability; for others, three years are needed to do the work properly. In many cases more than two years are insisted upon. A diploma is given when the course is satisfactorily completed.

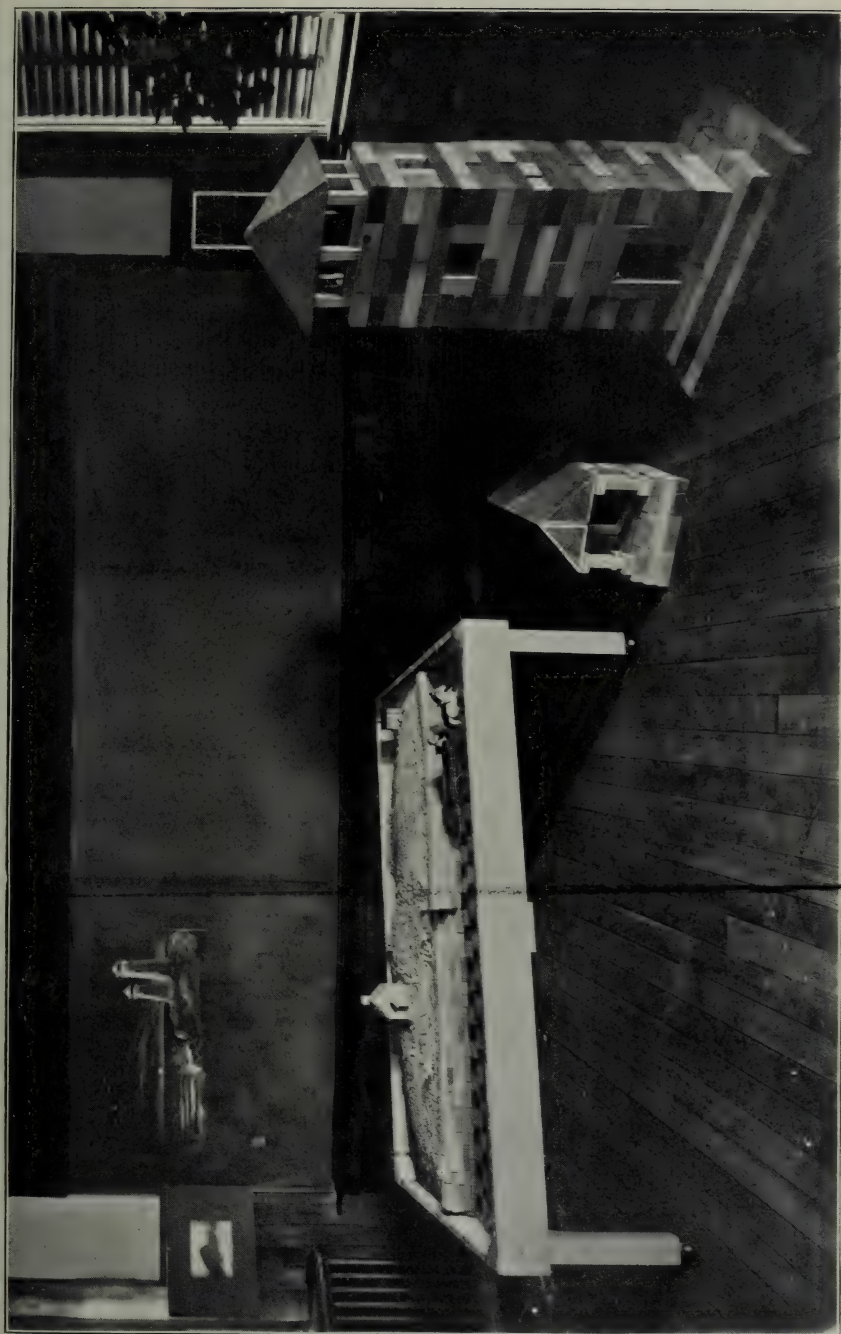
A THIRD YEAR FOR PRACTICE AND STUDY

The board of visitors and the principal of any normal school may arrange for its students a third year of study and of practice in teaching whenever, in their judgment, such action is desirable. The object is a more complete mastery of the topics arranged for the regular two years' course, as well as further experience in teaching.

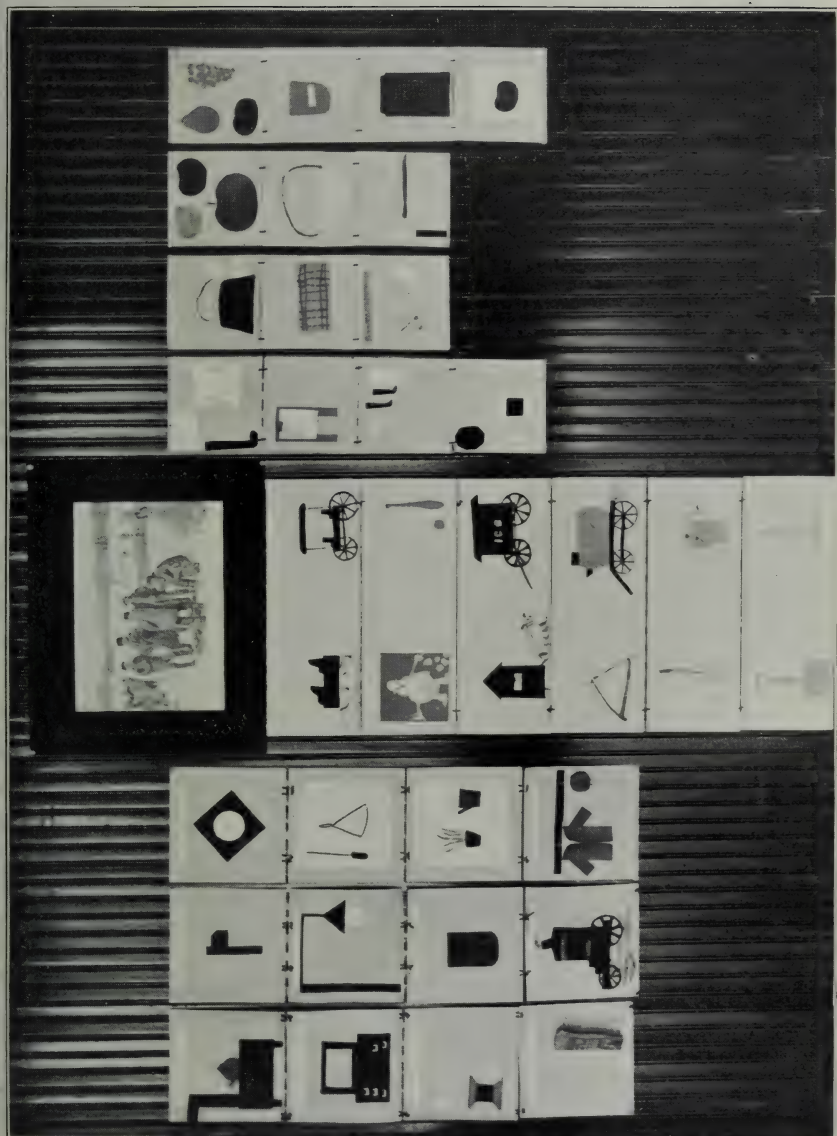
For students signifying at their admission their intention of pursuing a three years' course, it will be arranged so that elective subjects may be begun early in the course, instead of being postponed to the third year.

THE KINDERGARTEN-PRIMARY COURSE

The principles which control kindergarten instruction apply not alone to children three or four years of age but as well to the whole-phase of early childhood, the period extending from two or three to seven or eight years of age. Kindergarten and primary instruction differentiate not in principle, not in general method, but in adaptation of ways and means to the tendencies and growing powers prominent at that period. The process is continuous, the objects studied vary, constructive power widens in application, the use of symbols becomes increasingly prominent. The course as planned and practised trains teachers to work in the kindergarten with due regard



KINDERGARTEN — BUILDING WITH WOODEN BRICKS



KINDERGARTEN — PAPER CUTTING



KINDERGARTEN — CARPENTRY AND DRAWING

to succeeding years of growth of children, and in the primary grade with due regard to previous training and later growth. For such teachers the demand far exceeds the supply.

The kindergarten-primary course omits portions of the grammar-primary course and substitutes subjects pertaining directly to early childhood and the kindergarten. It requires two years at least for completion. The greater portion of the practice teaching may be done in the primary or kindergarten grades as the student may choose.

To enable students to become highly efficient principals of kindergartens a third year of advanced kindergarten study and responsible control has been arranged. Different children attend the afternoon kindergarten and their instruction is given into the charge of graduate students of ability, under the general supervision of the principal of the department. Similar facilities are afforded for study and practice in the first grade primaries. Graduate students of marked ability are paid a small salary, sufficient to pay living expenses, during the third year.

The conditions of admission are the same as for the grammar-primary course. In addition, there should be some facility in playing the piano and singing, if the better positions are to be secured. Students pay the cost of material taken away, but this expense does not exceed ten dollars for the course.

SPECIAL COURSE FOR COLLEGE GRADUATES

Graduates of colleges and universities, who give evidence of maturity, good scholarship, and of aptness to teach, may, with the consent of the principal of the school and of the board of visitors, elect a course which may be completed in one year, and when such course is successfully completed they shall receive a certificate for the same. Candidates are admitted to this course without written examination.

SPECIAL COURSES FOR TEACHERS

Teachers of several years' of successful experience in teaching, who give evidence of maturity, good scholarship, and of aptness to teach, may, with the consent of the principal and of the board of visitors, select a course (including the course in psychology and pedagogy), and when such course is successfully completed they shall receive certificates for the same. Candidates are admitted to this course without written examination.

VACATION COURSES

Teachers desirous of spending their vacations at the school are cordially invited to come at any time. Observation work, study of elected subjects, participation in regular and special courses, and preparation of teaching material are offered in all departments of the normal and training schools. There will be afforded every facility for study, the work being adapted to the wishes and capabilities of applicants in so far as the permanent needs of the school permit.

During January, February, and March separate classes for vacation students are conducted in language, literature, reading, history, geography, physiology, nature study, arithmetic, music, child study, lesson plans, and programs. Special lessons are given on spelling, writing, primary reading, story telling, temperance instruction, and corrective physical exercises. Especial opportunities are given for the study and preparation of "seat work." In all this work the endeavor is made to meet the actual difficulties of school practice as cited by the members of the class.

Teachers may join regular classes in cooking, sewing, gymnastics, wood and paper working, and other subjects named on page 19.

No summer session is held.

ORDERS OF STUDIES IN THE ELEMENTARY COURSES.

JUNIOR CLASS		SENIOR CLASS	
First Term	Second Term	Third Term	Fourth Term
Drawing 3	Drawing 3	Drawing 3	-
Music 4	Reading 3	Grammar 3	Reading 3
Gymnastics 2	Gymnastics 2	Gymnastics 2	Gymnastics 2
Manual training 2	Manual training 2	Cooking 2	Sewing 2
Language 1	-	Literature 3	Literature 3
Chemistry and physics 3	Physics and chemistry 4	Geography 4	Geography (half term) 5
Mineralogy and soils 2	Botany and gardening 3	Zoölogy 2	History of education, school laws (half term) 3
Physiology 3	-	History 4	-
Sanitation 1	-	-	Social economics 2
Geometry 4	Algebra 2	-	Psychology and pedagogy 5
Penmanship	Arithmetic 6	-	-
Child study:— 4 Individuals Groups	Observation of teaching and control. Assisting 4	School organization 1 Teaching at training school 4	School management 1 Teaching and control (half term) 10
Kindergarten course omits chemistry	Kindergarten course omits algebra	Kindergarten course omits drawing, history and zoölogy	Kindergarten course omits geography and literature

NOTE.—Figures indicate the number of periods per week.

INDUSTRIAL COURSES

SCHOOL AND HOME GARDENING — AGRICULTURE AND HORTICULTURE — NATURE STUDY

These courses are arranged and conducted with the co-operation of the Massachusetts Agricultural College at Amherst. The agricultural college adds to the faculty of the normal school an instructor and supervisor, who gives a portion of his time to instruction and supervision at the normal school and its three training schools, and a second portion of his time to the promotion of elementary agriculture and nature study in the schools of Berkshire County, the remaining portion of his time being spent at the college. Other members of the college faculty aid by lectures.

Normal students pursuing courses requiring advanced scholarship are instructed in that portion of the work at the college. College students pursuing educational courses take the work in child study, observation and practice of teaching, methods of instruction and organization, for the most part, at the normal school.

SCHOOL AND HOME GARDENING: NATURE STUDY

This course is arranged to prepare departmental teachers of school and home gardening and nature study in grades preceding the high school.

The length of time required to complete this course depends on the scholarship and previous teaching experience of the candidate. A graduate of a first-grade high school who has had no experience in teaching will require three years usually to do the work; a graduate of a Massachusetts normal school, if without experience in teaching, will require one year. The time required by college graduates and by teachers of recognized ability will be determined by individual considerations.

I Gardening — Soils, plant life (seeds, roots, leaves, stems), plant foods, tillage, crops (vegetables, grasses, small fruits). Hot beds and cold frames. Flower and shrub gardens; window gardens. Trees, orchards, forestry. Insects, birds. Domestic animals, poultry, bees. Dairy. Drainage, ventilation, cleanliness. Farm accounts.

II Nature Study — Its content and relation to gardening.

III Manual Training, Drawing — See page 22.

IV English and other subjects — See pages 22, 23, 19.

V Pedagogy — See pages 27-30.

AGRICULTURE AND HORTICULTURE — NATURE STUDY

This course is arranged to prepare departmental instructors for all grades of public schools (including the high), and supervisors of the work in districts, towns, or cities.

Four years will be required ordinarily to complete the course.

Graduates of normal schools will require two years of additional work, much of which will be done at the college. For college students this course will be a constituent part of their educational course, and most of the pedagogical work will be done at the normal school. Graduates of colleges can take elective courses, the time required being determined by their respective qualifications.

The work of this course includes all the work outlined for the course in school and home gardening, with the addition (1) of intensive study of agricultural subjects; (2) of extensive practice in the fields, greenhouse, and shop; (3) of increased practice in teaching and supervision; (4) of definite work in the community at large.

I Agriculture — Soils, field husbandry; farm live stock, dairying, poultry-keeping, bee-keeping; stock judging, farm management.

Botany — Plant structures, functions and diseases.

Horticulture — Propagation, pruning and cultivation; forestry; orchards and small fruits; greenhouse; market gardening.

Insects — Economic importance; control of injurious insects.

Agricultural chemistry and physics.

Sanitary science.

Rural social science.

II Nature Study — Its content and relation to science, literature, and vocational work.

III Manual Training — Carpentry, cabinet work, forge work, assembling farm machinery.

Drawing — Freehand and mechanical, structural and decorative design, use of color, farm and building plans.

IV English, etc. — See pages 22, 23, 19.

V Pedagogy — See pages 27-30.

MANUAL TRAINING

For Departmental Instructors in Elementary Grades

I Construction — Carpentry, cabinet work; bent iron, brass and copper work, forging; paper and cardboard work; textile weaving, basketry; printing.

II Drawing — Freehand and mechanical, structural and decorative design, use of color, making and using architectural plans.

III English, etc. — See pages 22, 23, 19.

IV Pedagogy — See pages 27-30.

DOMESTIC ARTS

For Departmental Instructors

I Cookery — Breadstuffs, meats, fruits, vegetables; canning and preserving; frozen, fancy dishes; for the sick; marketing.

Sanitation — Water supply, plumbing, drainage, heating, lighting, ventilation, disinfection; cleaning, sweeping, dusting.

Sewing — Plain sewing, garment making, dressmaking, measuring and making patterns.

Laundrying — Preparation of clothes for laundry; cleansing, drying, starching, folding, ironing; use of soaps, washing powders and other cleansing materials, removal of stains.

Emergency aid and home nursing.

II Drawing — Freehand and mechanical, structural and decorative design, use of color; study of fabrics for weaving apparel, house furnishing.

III English, etc. — See pages 22, 23, 19.

Physiology, botany, physics, chemistry, with especial relation to the practical courses.

IV Pedagogy — See pages 27-30.

In every industrial course, such work in English grammar, literature, and business correspondence will be required as may

be necessary to ensure correct speech, good taste, and discriminating, courteous correspondence.

Arithmetic, geometry, or algebra will be required according to the needs of the industrial course and the scholarship of the student. In each course the subjects will be studied in their practical relations.

The sciences — physics, chemistry, mineralogy, botany, zoölogy, physiology, geography — will be required according to their respective values in the industrial courses. Each science is taught from the practical, not the theoretic, view point. Scholarship is measured by the scientific knowledge used and not by the scientific information studied.

EQUIPMENT

The four natural science laboratories are arranged in sequence, and by means of specimens and models in wall cases is displayed the progression of mineral, plant, and animal life to its development in man. Banks of drawers are provided for type collections and table drawers for working collections and tools. In the instructors' laboratories are reserve specimens, models, pictures, charts, and diagrams.

Worthy of special mention: —

The synoptic and Howell's college collection of minerals and rocks in the mineralogical and geological laboratory.

In the biological laboratories are the Deyrolle plant models, illustrating twelve of the leading families; the synoptical collection of invertebrates and vertebrates; the preparations (wet and dry) showing the habits, homes, and metamorphoses of many insects, the development of a snail, a leech, a crayfish, a horseshoe crab, a spider, a fish, a salamander, a frog, a toad, a snake, and a lizard, displaying all stages of growth, from the egg to the adult form; dissected specimens of a clam, a crayfish, a lobster, a fish, a frog, a lizard, a turtle, a dove, and a rat, displaying separately the digestive, circulatory, and nervous systems; aquaria and cages; a series of skeletons, a human skeleton, a life-size manikin, a set of Auzoux models (eye, ear, larynx, brain, pelvis), and preserved vital organs.

In the geographical laboratories are several thousand carefully selected, mounted, and classified pictures, including photographs, engravings, half-tones, bromide enlargements, the Hölzel series of oleographs, and several hundred lantern slides. The models include the Jones eighteen-inch relief globe, Howell's (sixteen feet radius) model of the United States, and a large model of southern New England, the Harvard series of physiographic models. Slated spheres, large and small globes are provided for class and individual use. Three sand-tables, each ten feet by four feet, afford abundant opportunities for sand modelling.

The collection of maps includes two maps of Switzerland, one beautifully shaded to show reliefs and drainage, and the other to show the same physical features combined with political and industrial features; two similar maps of Alpenland; Habenicht-Sydow physical series; Johnston political series; a series of thirty world maps, showing physical, productive, and political features; coast survey charts; topographic maps and folios; a series of maps of Massachusetts, showing relief, drainage, cities, railways, counties, etc.; similar maps of Rhode Island and New Hampshire; a series of maps for study of map symbols; pamphlets, railway folders, magazines, etc., for commercial geography.

The gardens contain a little more than three acres, and are devoted to school gardening, agriculture, and horticulture. The greenhouse, 25 by 36 feet, will be in use in September. It is expected that the boys of the older grades in the training school will begin the operation of a poultry house at the same time.

The domestic science department includes a kitchen, dining room, and sewing room in the school building and all the appointments in the dormitory.

The manual training department includes wood and metal working rooms; a room furnished with ordinary school desks and tables for working with paper, cardboard, reed, raffia, and clay; a printing room.

The laboratories for physics, chemistry, mineralogy, and biology are equipped with modern improvements, and with apparatus for individual experimentation.



The mathematical department is supplied with collections of models for individual use and class observation in the study of geometry, arithmetic, and algebra in their appropriate development through all grades, including those of the high school.

The historical and literary departments are supplied with several hundred classified pictures and numerous charts.

The art departments are equipped with adjustable tables, models, type and ornamental forms, pictures, drawings, casts, and textiles illustrative of the phases of modern art teaching.

The library has been selected with especial reference to the needs of teachers. Department libraries are proportionately represented. Magazines and pamphlets for general culture and departmental study are numerous. The pamphlet division already includes several thousand copies.

An electric projection lantern and numerous slides have been provided. The lantern can be used in several different rooms, and supplements the work in the various sciences, in literature, and in art.

The gymnasium is located in the dormitory and is well equipped with apparatus, shower baths, and lockers. Lawn areas are very ample for out-door games, for which much material is supplied.

DESIGN OF THE NORMAL SCHOOL

“The design of the normal school is strictly professional; that is, to prepare in the best possible manner the pupils for the work of organizing, governing, and teaching the public schools of the Commonwealth” (Board of Education, May 6, 1880).

The work of each department is to secure these ends:—

Students—The leading motive and continuous effort are to change the student's point of view from that of the pupil to that of the teacher, to inspire him with the spirit of the true teacher, to train him to the noblest ideals and best habits of personality, thinking, teaching and social service.

Children — The student is placed from the beginning of his course in immediate and close contact with children, that through them there may be revealed to him such appreciation of individual children and understanding of child life in general as will impress upon his mind the necessity of their interests being his chief concern. That schools should be organized to satisfy the needs of children, that school management is the process of securing self-control by the children, that children should be taught, rather than subjects, are truths which are presented as of fundamental importance.

Subjects — The thought of the student is carefully directed to the subjects of a public school course. Each subject is organized for instruction by deriving the content from the social experiences of the children and arranging it to follow their growing abilities, not the arbitrary order of a text-book. The appropriate sources of knowledge are found, the prominent processes of acquisition are emphasized, and corresponding forms of expression exemplified. The vocational and cultural values of each subject are discussed. Stress is laid upon accuracy of knowledge and the use of each subject as a *means* and not an end in education. Natural and helpful correlations of subjects are made, and the place of each in a course of study indicated.

Teaching — The process of learning is distinguished from the process of teaching, the student being led to perceive most definitely that in learning the pupil concentrates his thought upon the object, that in teaching the teacher concentrates his thought upon the student's mental process of learning. Students are led to discover by personal observation that the teaching process consists of two parts, namely, preparatory thought (*i.e.*, lesson planning) and consequent instruction (*i.e.*, teaching). Lesson plans are derived by the students from the study of children in their free work and play, from observed teaching and the study of typical plans, and are found to include consideration of (1) aims, that is, needs of the children to be satisfied; (2) right mental activity of the child; (3) appropriate sources of knowledge and interest. Lesson teaching is

perceived to be (1) skillful use of sources of knowledge and interest, (2) which use stimulates right activity in each child, (3) and enables him to satisfy his needs. Students, by practice in writing lesson plans and in teaching children in accordance with the plans, become certain that intimate knowledge of children and thorough lesson planning are, together with the personality of the teacher, the vital conditions for successful teaching; that lesson plans may free the teacher of the burden of the subject, and enable him to attend discreetly and heartily to the needs and interests of the children. Similarly, the place and purpose of recitations, drills, examinations, and criticism are brought before the pupils for consideration and judgment.

Organization — The principles underlying the organization of a school are arrived at by the students by direct study of the training schools and other schools they have experienced, by consideration of children's needs as individuals and as members of society, and by use of the experience of teachers and other educational authorities.

Government — Students are led, by review of their own experiences in conforming, obeying, and controlling, by the testimony of others, by their knowledge of children, by their efforts in the training school, and by their study of psychology, to understand the relations between knowing, feeling, and doing, to value and use the instinctive reactions, and to attempt to form habits in themselves and children of right self-activity for the sake of self-development and service to others.

The school laws of the State receive due and appropriate study, in connection with the consideration of organization, government, and the history of education.

PSYCHOLOGY AND PEDAGOGY

The principles of psychology and pedagogy are apprehended and appreciated because of their guidance of thought processes, their productiveness of interest and certainty, their exposition of social practices, and their determination of method.

The study of children is continuous throughout the whole

course. Individual children at work and at play are carefully observed to ascertain individual physical, mental, and moral aptitudes and defects, in order that each child's needs may be satisfied. Groups of children — the healthy and the sick, the able and the weak, the bright and the dull, the tidy and the slovenly, the leaders and the followers, the good and the bad, etc. — are found, their relative numbers and importance estimated, and the reasons for these conditions investigated, that justice may be done to all. Based on these and similar observations made elsewhere are the students' conclusions as to native reactions, behavior, self-control, and tact.

In their study of individual subjects of the course, students are taught to recognize the natural order of the subject, the elementary processes of acquisition, the emotions aroused, the importance of interest, and the volitions resulting. The sources of knowledge, the stimuli of interest, the mental processes appropriate to the several subjects, and the especial importance of motor activities, are learned as individual facts.

In the observation and practice of teaching, the effects of the teacher's knowledge of children, of the subject, of the fitness of mental process, of the influence of tact, and of the teacher's possession of right habits are discerned.

During the last term of the course, the systematic study of man as an educable being is based upon the child study, the analysis of subjects, and the observation and practice of teaching previously described. The purpose of this course is to organize into attitude and habit, as thoroughly as possible, the following propositions: —

The present characteristics of body and mind in men are evolutionary products.

Every child is the result of countless generations of developmental changes both in body and mind.

Growth includes fundamentally the repetition by body and mind of the essential features of race progress. The phases of life — infancy, early childhood, later childhood, adolescence, adult life,

and old age — are racial metamorphic periods, necessarily with distinctive characteristics.

The reflexes, instincts, and forms of consciousness of childhood are noticeably hereditary habits or tendencies, and are relatively stable.

Individuality is partly inherited, partly acquired.

Environment includes the inherited and acquired characteristics of one's own body and mind, as well as the physical surroundings of outer life.

Education is possible and necessary because a child is born with relatively few organized habits.

Education is under the immediate control of others for nearly one-third of life because of the ever-increasing variety and complication of experiences necessary to obtain higher success in living.

Education never ceases, and should be intelligently adapted to the characteristic needs of each phase of life.

Life is development. The work of life is production, objective and subjective. Education is promotion of the development which is both natural and possible at the time. The process of education is production. The test of education is personal efficiency in social service.

Professional preparation for teaching is coming into conscious intelligence, and correct habits of directing the inherited tendencies and habits of the learner, under the influences of improving environment, into the acquirement of ever-increasing power of truth, beauty, goodness, and productiveness, expressed in social service.

In all courses, in all subjects, professional instruction emphasizes the training of learners into productiveness in social service, whereby individual attainment is realized. No knowledge, no information, no motor effort is approved unless it arises distinctly from and reacts definitely for social welfare.

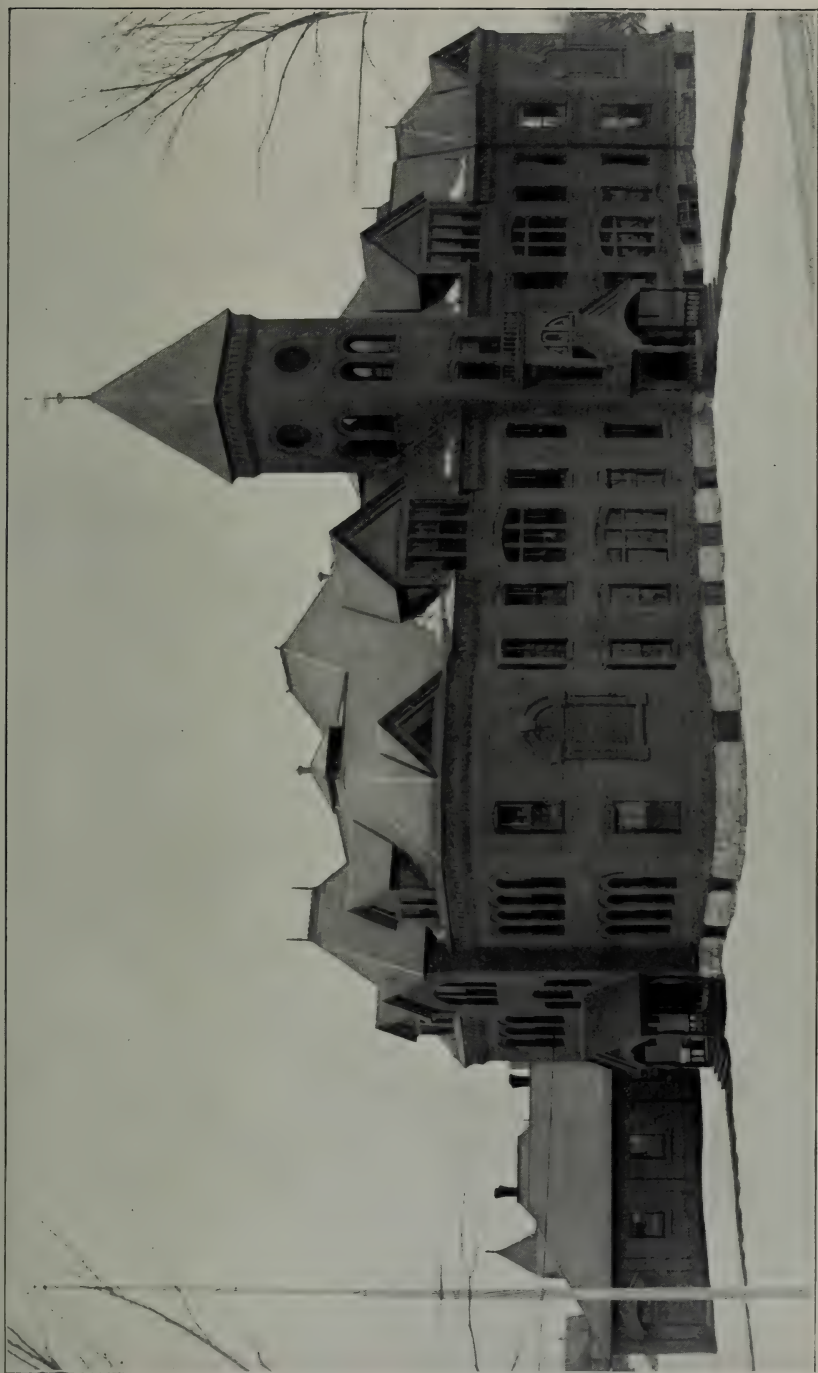
In industrial courses professional instruction should emphasize: —

- 1 Industrial work, as vocational as possible, by the student
- 2 Observation of children at work and at play, industrial and textual
- 3 Practice teaching of industrial work in the shop, field, and schoolroom
- 4 The study of natural interest in handwork, of the necessity of learning by experience, and of the relation of experience to information
- 5 The kind and amount of actual vocational work, the visitation of mills, farms, shops, stores, hotels, banks, etc.
- 6 The union of craft and art, "shop mathematics," drawing as the "shop language," the value of constructive thought to the use of English, the place and use of science
- 7 The cultivation of ingenuity and economy; the assembling and repair of a wide variety of objects
- 8 Construction by division of labor, as in shops
- 9 Extension of industrial work into the homes and to vacation employment
- 10 The formation of courses in industrial work, — aims, practical work (required, optional, original); basis of selection and arrangement; materials and their peculiar values; knowledge gained directly (practical and social); information; value to the individual and to society in making "equal opportunities for all" and in increasing public and personal welfare.

TRAINING SCHOOLS

MARK HOPKINS SCHOOL, NORTH ADAMS

On a lot adjacent to the normal school lot is a brick building, containing twenty class rooms, an assembly hall, two large basements, playrooms, a woodworking room for the kindergarten and first primary grades, the motor and boiler rooms. In an annex is the gymnasium, forty by seventy-two feet, supplied with apparatus sufficient for the accommodation of classes of forty pupils each. All grades are represented, beginning with the kindergarten and extending through nine years of primary



GYMNASIUM

MARK HOPKINS SCHOOL

and grammar work to the high school. There are eighteen rooms, and in each room is a regular teacher in charge of a class not exceeding forty pupils. The principal is free for the direct observation and instruction of the normal students.

BRIGGSVILLE SCHOOL, CLARKSBURG

This training school is located in a typical mill village about three miles from the normal school, and is reached easily by electric cars. The building is modern, roomy, and heated by furnaces. The grounds are scanty. Each of the two rooms contains forty pupils, classed in four grades. The educational problems are distinctly those of a country mill village.

BROAD BROOK SCHOOL, WILLIAMSTOWN

The Broad Brook school is located in a farming district and is definitely a rural school, with the usual social problems pertaining thereto. The building is without modern conveniences, but the yard is roomy and the views magnificent. In each of the two rooms is a school of thirty-five pupils, classed in three grades, the oldest being the sixth. The school is about five miles from the normal school, and is reached by electric cars.

These three and very different training schools afford unusual opportunities for the study of children and the practice of teaching. Students begin their work in this department immediately upon their entrance into the normal school, and continue it regularly throughout the course. The rapidity of progress through the various stages of the training school work depends on the ability and previous experience of the student. Definite oral instruction and printed schedules guide the observation of children individually, in groups, in classes, and the observation of teaching and control. In general the order of work is as follows:—

First Year — First term: observation of individual children and of groups begun. Second term: observation of the class

for prevailing and peculiar qualities; observation of teaching and control emphasized.

Second Year — Third term: study of school organization and management, and assisting in teaching and management. Fourth term: practice in teaching, the amount of responsibility conferred depending on the ability of the student.

Third Year — Responsible charge of classes, elective work. Students who have taught successfully before entering are given opportunities for responsible practice in teaching and disciplining as early in the course as their abilities warrant.

Close and appropriate supervision and instruction are given students by regular teachers in all the grades and by the principals of the various departments.

TACONIC HALL

The material of the dormitory is yellow brick and white marble, thus carrying out the color scheme. The building is 156 feet long and 100 feet wide, the courtyard being about



EAST-ELEVATION.

58x70 feet. On account of the slope of the land the basement floor is at grade with the courtyard, thus securing dry and light living rooms and making the wings as seen from the courtyard three stories high. The balcony over the east porch is available for persons living on the third floor, and the two west balconies accommodate those living on the first and second floors. Two guest rooms are provided for parents and friends. Two hospital rooms, with suitable furniture and intervening



HARVESTING



MUSIC ROOM TACONIC HALL

bath room, are on the third floor. The building is heated by steam and lighted by electricity. A subway connects the dormitory and the school building, affording easy access to the gymnasium and protection during inclement weather.

Unusual facilities are provided for cultivating a homelike and beautiful social life. The rooms of the first floor afford opportunities for all forms of mental enjoyment, and the gymnasium in the basement is convenient for daily evening physical play.

Two students occupy one room. Each room is supplied with chairs, study-table, book-case, bureau, commode, screen, two couches (three feet wide), mattresses, pillows, coverlets, and rugs. Each boarder brings bedding, towels, napkins, napkin ring, and two clothes bags.

All articles sent to the laundry must be distinctly and indelibly marked with the owner's name. *Initials will not answer.* Trunks also must be marked so as to be easily identified.

Rooms are assigned to entering students according to priority of application, preference being given to residents of Massachusetts.

EXPENSES

TUITION is free to all residents of Massachusetts. "Each pupil from another state than Massachusetts attending a normal school supported by this state shall pay to the principal of the school attended, at the beginning of each half-year session, the sum of twenty-five dollars for the use of the school."

TEXT-BOOKS and supplies are free, as in the public schools.

STATE AID, not exceeding one dollar and one-half per week, may be granted to deserving persons after they have been in attendance for at least one term, provided they are residents of Massachusetts, and do not live in towns where the normal schools are situated.

BOARD — The regulations of the Board of Education require that the boarders shall pay the current expenses, which include table board, heating, lighting, laundry, and service. The price

of board in each of the boarding halls connected with the normal schools of the State is \$160 for the school year, payable in advance, in four payments, one every ten weeks, beginning with the opening of school in September.

The object of this payment in advance is to secure the purchase of supplies at wholesale cash prices, thereby lessening the cost of supplies and saving to each boarder much more than the interest of the money advanced.

Under these rates boarders are allowed to remain at the hall during the Thanksgiving recess without extra charge. Students whose homes are at a distance may, on permission of the principal, remain at the hall during other vacations, except the long one in the summer, on payment of the additional sums for such vacations. The hall is closed during the summer.

When pupils leave the school before the expiration of a term, money paid in advance will be refunded pro rata. No deduction is made for absence from the hall of less than one week.

If there are vacant rooms, those who wish to room alone may do so, on payment of the additional charge of fifty cents per week.

EMPLOYMENT — Capable and reliable students can reduce their expenses by assisting in the household work, for example, by waiting on table, washing silver and glass, etc. Efficiency, need, and priority of application control the appointments. The amounts thus earned vary from \$0.75 to \$1.50 per week.

STUDENTS

SENIOR CLASS

Gertrude Johanna Arnold	Holyoke
Ida Emily Bell	Middlefield
Flora June Bowen	North Adams (R.F.D. No. 1)
Margaret Boyd	North Adams
Ella Rose Callahan	Cheshire
Helen Mary Carney	Philmont, N. Y.
Agnes Adell Cheever	North Adams
Catherine Margaret Cooney	North Adams
Margaret Mary Dillon	Pittsfield
Mary Elizabeth Donica	North Adams
Evlyn Haskell Emmott	Concord
Elizabeth Cecilia Feeley	Lenox
Mabel Elizabeth Fillio	Dalton
Jessie Foster	Stamford, Vt.
Ellen Elizabeth Hamer	North Adams
Ruth Melgrove Hutchinson	Pittsfield
Ethel Louise Kane	Great Barrington (Hoosaticonic)
Lena May Noble	Pittsfield
Lurane Packard	Goshen
Anastasia Lillian Power	Lenox
Mary Ellen Purcell	Greenfield
Florence Winifred Raguse	Shelburne Falls
Grace Vincent Rowland	Shelburne Falls
Laura Susan Stearns	Pittsfield
Lou G. Stevens	Williamstown
Winona Atkinson Weber	North Adams
Mattie Havilla Wiley	Buckland

SENIOR KINDERGARTEN CLASS

Margaret Dale	Pittsfield
Marion Emily Feeley	Pittsfield
Elizabeth Susan Fisher	Hartford, Ct.
Kathryn Elizabeth Petty	Bellows Falls, Vt.

JUNIOR CLASS

Marietta Miller Baldwin	Great Barrington (R.F.D. No. 1)
Mary Ruth Barden	Hoosick Falls; N. Y.
Lucy Sarah Bement	Conway
Edith Elizabeth Brown	North Adams
Helen Estella Conlon	North Adams
Nora Elizabeth Donovan	North Adams

Sarah Miranda Dunnell	Buckland
Delia Agatha Fleming	Middlefield
Agnes Eulalia Flynn	Easthampton
Julia Clarke Ford	South Deerfield
Lola Elizabeth Gadsby	North Adams
Florence Ina Gleason	North Adams (R.F.D. No. 1)
Mary Jane Gorman	Lenox
May Elizabeth Henchey	North Adams
Florence Elizabeth Holmes	Pittsfield
Harriet Reffelt Hodgen	North Adams
Edith May Lamb	Deerfield
Mabelle Elizabeth Langley	Pittsfield
Reta Leonard	Waterbury, Ct.
Ellen Agnes Mackey	Lenox
Rose Agnes McGovern	Stockbridge
Mabel Adelaide McKenzie	North Adams
Georgiana Catherine Mills	North Adams
Ruth Lois Neal	Williamstown
Anna Isabelle Neyland	Williamstown
Agnes Mary O'Hern	North Adams
Emma Ruth Ostrander	Williamstown
Edythe Maria Peck	Southampton
Jessie Myrtle Phelps	Northampton
Helen Jane Pike	North Adams
Mabel Grace Post	North Adams
Goldie Ina Rudnick	North Adams
Flossie Helen Searle ¹	Southampton
Edna May Sedgwick	North Adams
Fannie Smith Shaw	Shelburne Falls
Jennie Wells Slocombe	Deerfield
Eliza Mae Smith	Ashfield
Olivia Mattoon Smith	Pittsfield
Clara Alice Stevens	Chester
Charlotte Augusta Stewart	North Adams
Eva Tetlow	Adams
Helen Marion Tyrrell	North Adams
Katherine Agnes Upton	Williamstown
Melissa Jenette Williams	Shelburne

JUNIOR KINDERGARTEN CLASS

Jane Arnold Bond	North Adams
Lyn Morse Braman	North Adams
Harriet Louise Stroud	North Adams
Mary Ellen Webster	Stockbridge

SPECIAL STUDENTS

Mary Elizabeth Mowry, '01	Bernardston
Adah Miriam Judd	Westhampton
Daisy Dean Ritchie, '04	Bennington

MANUAL TRAINING

Mary Emily Thompson	North Adams
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VACATION STUDENTS

Sara Abbott	Bethel, Me.
Grace Florinda Abererombie	Windsor
Jennie Rebecca Ballard	Charlemont
Louise Jessie Bradbury	New Marlborough
Ethel Irene Cairns	Bernardston
Bridgie Ann Cody	Middlefield
Emma Hassell	Conway
Jennie Mabel Horr	New Salem
Charlotte Margaret Judd	East Charlemont
Mary Batchellor King	Baldwinville
Janet Gertrude Mabbett	North Adams
Evelyn May Morrow	Colchester, Vt.
Emogene Mullins	Baldwinville
Florence Margretta Newbery	Pittsfield
Grace Adams Stevens	Egremont
Virginia Belle Taylor	Becket
Rose Josephine Wagner	Great Barrington

(R. F. D. No. 2)

SUMMARY

Kindergarten	8
Senior	4
Junior	4
Regular course	71
Senior	27
Junior	44
Special course	4
Vacation students	17

100

Certificate Required for Admission to a Preliminary Examination.

_____ 1908.

_____ has been a pupil in the

_____ School for three years, and is, in my judgment, prepared to pass the normal school preliminary examination in the following group, or groups, of subjects and the divisions thereof:—

Group II. _____ Group IV. _____

Group III. _____ Group V. _____

Signature of principal or teacher, _____

Address, _____

Certificate of Graduation and Good Character.

THIS IS TO CERTIFY THAT M _____

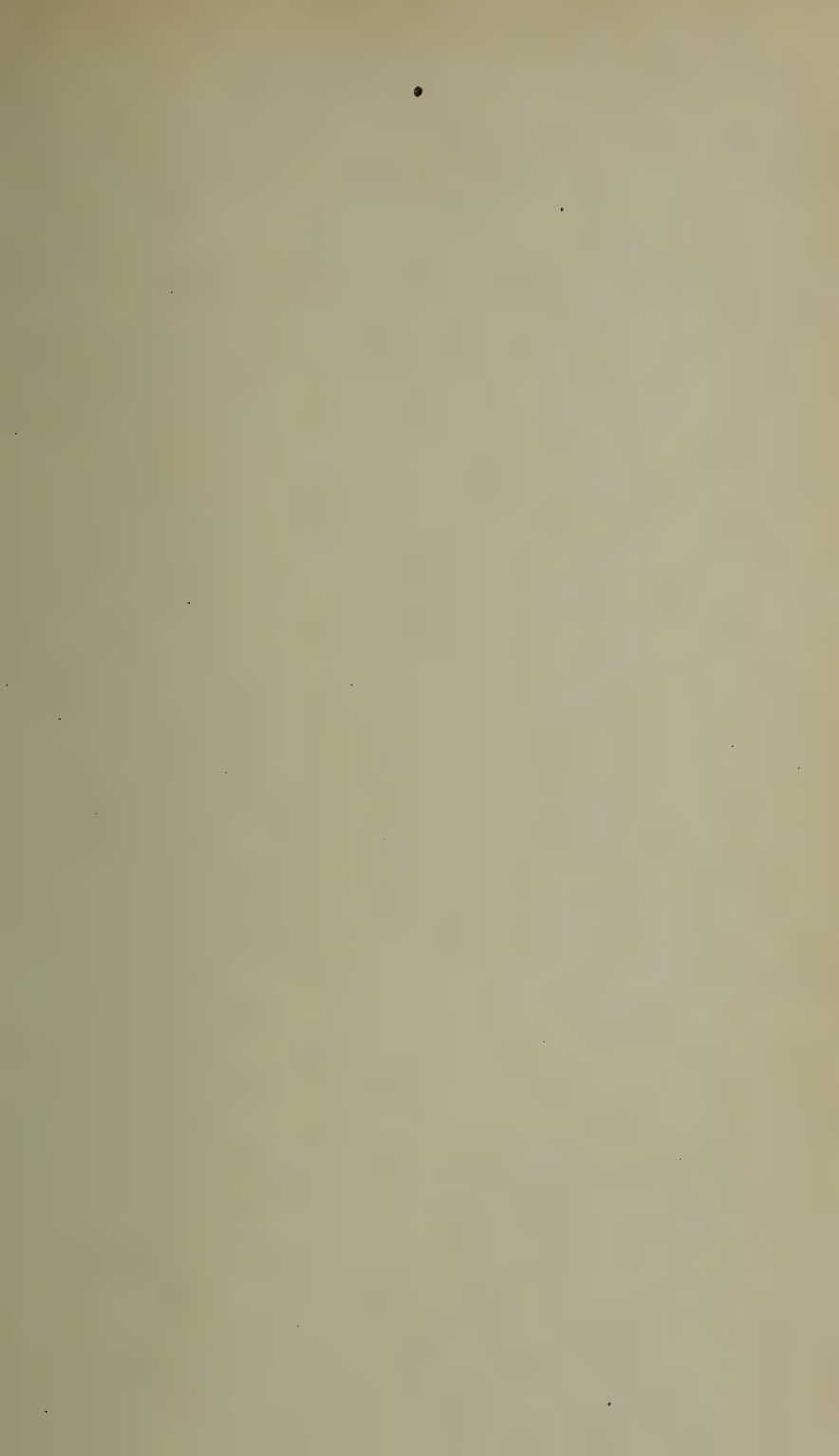
is a regular graduate of a four years' course of the _____

_____ High School, and that, to the best of my knowledge

and belief, _____ he is a person of good moral character.

_____ *Principal.*

_____ 1908.



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708-09

NORTH ADAMS
NORMAL SCHOOL



UNIVERSITY OF KENTUCKY
JUG 28 1910

CIRCULAR
== AND ==
CATALOG
1909



UNIVERSITY OF ALBANY LIBRARY

AUG 28 1968



Straight mine eye hath caught new pleasures
Whilst the landscape round it measures:
Russet lawns and fallows grey,
Where the nibbling flocks do stray;
Mountains on whose barren breast
The labouring clouds do often rest;
Meadows trim with daisies pied,
Shallow brooks and rivers wide;
Flowers and battlements it sees
Bosomed high in tufted trees,—
Where perhaps some beauty lies,
The cynosure of neighbouring eyes.

MILTON.

The thunder and lightning, storm and cloud, as well as the soft beauty of colour, and the harmony of mountain outline, have been a part, and a very important part, of their training. * * On these heights such men seemed to have gained something of the strength of Him who dwells in the heavens far above their highest peaks,—“the strength of the hills,” which, as the Hebrew poet says, “is His also.”

HUTCHINSON, in *The Story of the Hills*.

STATE NORMAL SCHOOL

AT

NORTH ADAMS, MASS.

Established June, 1894

CIRCULAR AND CATALOG

For Year ending June 30, 1909



BOSTON

WRIGHT & POTTER PRINTING CO., STATE PRINTERS

18 POST OFFICE SQUARE

1909

APPROVED BY
THE STATE BOARD OF PUBLICATION

STATE BOARD OF EDUCATION

Established 1837

Ex Officio

His Excellency EBEN S. DRAPER, Governor

His Honor LOUIS A. FROTHINGHAM, Lieutenant-Governor

By Appointment

TERM EXPIRES

THOMAS B. FITZPATRICK . . .	Brookline . . .	May 25, 1909
FREDERICK P. FISH . . .	Boston . . .	May 25, 1910
JOEL D. MILLER . . .	Leominster . . .	May 25, 1911
Mrs. KATE GANNETT WELLS . . .	Boston . . .	May 25, 1912
CLINTON Q. RICHMOND . . .	North Adams . . .	May 25, 1913
GEORGE I. ALDRICH . . .	Newtonville . . .	May 25, 1914
Mrs. EMMA LYMAN CABOT . . .	Boston . . .	May 25, 1915
ALBERT E. WINSHIP . . .	Somerville . . .	May 25, 1916

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Clerk and Treasurer

C. B. TILLINGHAST State House, Boston

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JAMES W. MACDONALD	Stoneham
JULIUS E. WARREN	Worcester
FREDERIC L. BURNHAM	Cambridge

Board of Visitors

CLINTON Q. RICHMOND

ALBERT E. WINSHIP

FACULTY

FRANK F. MURDOCK, *Principal*

Psychology, Pedagogy

ROLAND W. GUSS	<i>Natural Science</i>
ARCHER C. BOWEN	<i>History, Geography</i>
WILLIS B. ANTHONY	<i>Manual Training</i>
FLOYD B. JENKS	<i>Agriculture</i>
MARY A. PEARSON	<i>Drawing</i>
ROSA E. SEARLE	<i>Mathematics, Music</i>
ANNIE C. SKEELE	<i>Physiology, Physical Training</i>
MARY L. BARIGHT	<i>English, Reading</i>

Mark Hopkins Training School, North Adams

Mrs. DONNA D. COUCH, *Principal*

AMALIE KNOBEL	AGNES E. WALKER
ADDIE M. AYER	SUSAN G. LOMBARD
ROSE G. O'NEILL	IDA R. CHAPIN ²
FLORENCE W. RAGUSE ¹	MARGARET F. MALONEY ³
E. IDELLA HASKINS	EMMA H. TINGUE
ETHEL M. PLUMB ¹	EDITH A. ROOT
EMILY D. STACY	ANNIE J. LAMPHIER
FREELove CLARK	ELVA L. BROWNSON

Mrs. E. GRAEME GRAVES, *Principal of Kindergarten*

JENNY M. BUSHNELL, *Assistant*

Briggsville Training School, Clarksburg

HANNAH P. WATERMAN, *Principal*

NELLA H. COLE, *Assistant*

Broad Brook Training School, Williamstown

BESSIE W. NICHOLS, *Principal*

ANNA R. CAMPBELL, ¹ *Assistant*

¹ These teachers do not train students.

² Deceased, March 3, 1909.

³ Substitute.

HELEN VAN A. SCHUYLER *Domestic Arts*

Miss Schuyler has full charge of domestic arts work of the normal students, of the Mark Hopkins training school, and is supervisor of cooking and sewing in all the city schools. See pages 15 and 22.

CALENDAR

1909

Graduation

Tuesday, June 22, 10 A.M.

First Entrance Examination

Thursday and Friday, June 24 and 25, at 9 A.M.

Second Entrance Examination

Tuesday and Wednesday, September 7 and 8, at 9 A.M.

School Year Begins

Training Schools, Tuesday, September 7.

Normal School, Thursday, September 9, at 9 A.M.

Thanksgiving Recess

Normal School, Tuesday night, November 23 to Monday night, November 29.

Training Schools, Wednesday noon, November 24 to Sunday night, November 28.

Christmas Recess

Normal School, Wednesday night, December 22 to Monday night, January 3.

Training Schools, Friday night, December 17 to Sunday night, January 2.

1910

Second Term Begins

Monday, January 31.

Spring Recess

Normal School, Friday night, April 1 to Monday night, April 11.

Training Schools, Friday night, April 1 to Sunday night, April 10.

Graduation

Tuesday, June 21, 10 A.M.

FRANK

Fay...

ROLAND W. GUSS	Natural Science
ARCHER C. BOWEN	History, Geography
WILLIS B. ANTHONY	Manual Training
FLOYD B. JENKS	Agriculture
MARY A. PEARSON	Drawing
ROSA E. SEARLE	Mathematics, Music
ANNIE C. SKEELE	Physiology, Physical Training
MARY L. BARIGHT	English, Reading

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ETHEL M. PLUMB ¹

EMILY D. STACY

FREELOVE CLARK

AGNES E. WALKER

SUSAN G. LOMBARD

IDA R. CHAPIN ²MARGARET F. MALONEY ³

EMMA H. TINGUE

EDITH A. ROOT

ANNIE J. LAMPHIER

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Tuesday and Wednesday, September 7 and 8, at 9 A.M.

School Year Begins

Training Schools, Tuesday, September 7.

Normal School, Thursday, September 9, at 9 A.M.

Thanksgiving Recess

Normal School, Tuesday night, November 23 to Monday night, November 29.

Training Schools, Wednesday noon, November 24 to Sunday night, November 28.

Christmas Recess

Normal School, Wednesday night, December 22 to Monday night, January 3.

Training Schools, Friday night, December 17 to Sunday night, January 2.

1910

Second Term Begins

Monday, January 31.

Spring Recess

Normal School, Friday night, April 1 to Monday night, April 11.

Training Schools, Friday night, April 1 to Sunday night, April 10.

Graduation

Tuesday, June 21, 10 A.M.

First Entrance Examination

Thursday and Friday, June 23 and 24, at 9 A.M.

Second Entrance Examination

Tuesday and Wednesday, September 6 and 7, at 9 A.M.

School Year Begins

Training School, Tuesday, September 6.

Normal School, Thursday, September 8, at 9 A.M.

Thanksgiving Recess

Normal School, Tuesday night, November 22 to Monday night, November 28.

Training Schools, Wednesday noon, November 23 to Sunday night, November 27.

Christmas Recess

Normal School, Wednesday night, December 21 to Monday night, January 2.

Training Schools, Friday night, December 16 to Sunday night, January 1.

Sessions are from 9 A.M. to 12 M., and 1.30 P.M. to 4 P.M. Saturday sessions are omitted.

Entrance examinations on the dates given above begin at 9 o'clock A.M., in the assembly hall. Candidates are to be present at the opening and on both days. They should come prepared to stay in September, as the term begins on the following day.

For information about the school address the principal at North Adams.



STATE NORMAL SCHOOL

AT NORTH ADAMS, MASS.

LOCATION

North Adams is distinctly picturesque. The elevations that surround the city are among the most attractive of the Berkshire Hills. On the north side are rounded domes of the Green Mountains, on the east the abrupt wall of Hoosac Mountain overhangs the city, while on the south-west border rise the outlines of massive Greylock, the highest peak in Massachusetts.

On the westerly slope of an eminence rising several hundred feet above the river are situated the school buildings. Of the many beautiful locations in Berkshire County, the one chosen is remarkably fine. The city of North Adams was both wise and generous in its gift of a location.

The city is easily reached from the east and west by the Fitchburg Railroad, from the south by the Boston & Albany road. Electric cars connect the city with Williamstown and other towns to the west, with Adams and other towns southward through Berkshire County.

BUILDINGS

The school building, the dormitory, and the principal's house in exterior are of yellow brick and white marble, with metal roofs. The school building, in Italian style, is one hundred and fifty-two feet long, eighty-four feet deep, and three stories and basement in height. It is of slow-burning construction, the floor timbering and roof being carried with steel beams and trusses. The arrangement of stairways, which are iron, gives easy and safe egress.

In the basement are the boiler, engine, fuel, heating, and repair rooms, rooms for manual training, and a photographic dark room; in the first story, printing room, lunch, cloak, coat, and toilet rooms, and four natural science laboratories; in the second story, the assembly hall, office, libraries, and class rooms for language, mathematics and music; and in the third story, the physical and chemical laboratories; the kitchen, dining room, and chamber; the kindergarten room, and the art rooms.

REQUIREMENTS FOR ADMISSION

Candidates for admission to any one of the normal schools must, if young women, have attained the age of sixteen years, and if young men, the age of seventeen years. Their fitness for admission will be determined:—

- 1 By their standing in a physical examination
- 2 By their moral character
- 3 By their high school record
- 4 By a written examination
- 5 By an oral examination

PHYSICAL EXAMINATION

The State Board of Education adopted the following vote March 7, 1901:—

That the visitors of the several normal schools be authorized and directed to provide for a physical examination of candidates for admission to the normal schools, in order to determine whether they are free from any disease or infirmity which would unfit them for the office of teacher, and also to examine any student at any time in the course, to determine whether his physical condition is such as to warrant his continuance in the school.

MORAL CHARACTER

Candidates must present certificates of good moral character. In deciding whether they shall prepare themselves to become teachers, candidates should note that the vocation requires more

than mere freedom from disqualifying defects; it demands virtues of a positive sort that shall make their impress for good upon those who are taught.

HIGH SCHOOL RECORD

It may be said, in general, that if the ordinary work of a good statutory high school is well done, candidates should have no difficulty in meeting the academic tests to which they may be subjected. *They cannot be too earnestly urged, however, to avail themselves of the best high school facilities attainable in a four years' course, even though they should pursue studies to an extent not insisted on, or take studies not prescribed, in the admission requirements.*

The importance of a good record in the high school cannot be overestimated. *Principals are requested to furnish the normal schools with records of the high school standing of candidates.* The stronger the evidence of character, scholarship, and promise, of whatever kind, candidates bring, especially from schools of high reputation and from teachers of good judgment and fearless expression, the greater confidence they may have in guarding themselves against the contingencies of an examination and of satisfying the examiners as to their fitness.

ADMISSION BY CERTIFICATE

Candidates from high schools which are on the certificate list of the New England College Entrance Examination Board may be admitted to any of the State normal schools without examination in any subject required for admission in which they have attained a standing of B, or 80 per cent., as certified by the principal of the school.

Candidates from high schools not in the college certificate list may be admitted on similar conditions, if the high schools are approved for the purpose by the Board of Education.

ADMISSION BY EXAMINATION

WRITTEN EXAMINATION

The examinations will embrace papers on the following groups of subjects, a single paper with a maximum time allowance of two hours to cover each of groups I, II, and IV, and a single paper with a maximum time allowance of one hour to cover each of groups III and V (*five papers with a maximum time allowance of eight hours*):—

I *Language* — (a) English, with its grammar and literature, and (b) either Latin or French.

II *Mathematics* — (a) The elements of algebra and (b) the elements of plane geometry.

III *United States History* — The history and civil government of Massachusetts and the United States, with related geography and so much of English history as is directly contributory to a knowledge of United States history.

IV *Science* — (a) Physiology and hygiene and (b and c) any two of the following: physics, chemistry, physical geography, and botany, provided one of the two selected is either physics or chemistry.

V *Drawing and Music* — (a) Elementary, mechanical and free-hand drawing, with any one of the topics, — form, color, and arrangement, and (b) music.

ORAL EXAMINATION

Each candidate will be required to read aloud in the presence of the examiners. He will also be questioned orally either upon some of the foregoing subjects or upon other matters within his experience, in order that the examiners may gain some impression about his personal characteristics and his use of language, as well as give him an opportunity to furnish any evidences of qualification that might not otherwise become known to them.

GENERAL REQUIREMENT IN ENGLISH FOR ALL EXAMINATIONS

No candidates will be accepted whose written English is notably deficient in clear and accurate expression, spelling, punctuation, idiom, or division of paragraphs, or whose spoken English exhibits faults so serious as to make it inexpedient for the normal school to attempt their correction. The candidate's English, therefore, in all oral and written examinations will be subject to the requirements implied in the statement here made, and marked accordingly.

SPECIAL DIRECTIONS FOR THE WRITTEN EXAMINATIONS

I Languages

(a) *English* — The subjects of the examination will be the same as those generally agreed upon by the colleges and high technical schools of New England.

The list of books for study prescribed by the Commission of Colleges in New England for 1909 is as follows: —

Shakespeare's *Macbeth*; Milton's *L'Allegro*; Burke's *Speech on Conciliation with America* or Washington's *Farewell Address* and Webster's *First Bunker Hill Oration*; Macaulay's *Life of Johnson* or Carlyle's *Essay on Burns*.

The purpose of the examination is to discover, (1) whether the student has acquired a good habit of study; (2) whether he has formed any standards of literary judgment; (3) whether he has become discerning of literary merit; and (4) what acquaintance he has with standard English and American writers.

The examination will take such a form that students who have followed other than the prescribed lines of reading may be able to satisfy the examiners on the above points.

II Mathematics

(a) The elements of algebra through affected quadratic equations.

(b) The elements of plane geometry.

While there is no formal examination in arithmetic, the impor-

tance of a practical working acquaintance with its principles and processes cannot be too strongly emphasized. The candidate's proficiency in this subject will be incidentally tested in its applications to other subjects.

In geometry, the candidate's preparatory study should include independent solutions and demonstrations, — work that shall throw him upon his own resources; and his ability to do such work will be tested in the examination. An acquaintance with typical solid forms is also important, — enough, at least, to enable the candidate to name and define them and to recognize the relations borne to them by the lines, planes, angles, and figures of plane geometry.

III United States History

Any school text-book on United States history will enable candidates to meet this requirement, provided they study enough of geography to illumine the history, and make themselves familiar with the grander features of government in Massachusetts and the United States. Collateral reading in United States history is strongly advised; also in English history, so far as this history bears conspicuously on that of the United States.

IV Science

(a) *Physiology and Hygiene* — The chief elementary facts of anatomy, the general functions of the various organs, the more obvious rules of health, and the more striking effects of alcoholic drinks, narcotics, and stimulants upon those addicted to their use.

(b and c) *Any Two of the Following Sciences, — Physics, Chemistry, Botany, Physical Geography, provided One of the Two is either Physics or Chemistry* — The chief elementary facts of the subject selected, so far as they may be presented in the courses usually devoted to them in good high schools. It will be a distinct advantage to the candidate if his preparation includes a certain amount of individual laboratory work.

A laboratory notebook, with the teacher's endorsement that it is a true record of the candidate's work, will be accepted as partial evidence of attainments in the science with which it deals. The original record should be so well kept as to make copying unnecessary.

V *Drawing and Music*

(a) *Drawing* — Mechanical and free-hand drawing, — enough to enable the candidate to draw a simple object, like a box or a pyramid or a cylinder, with plan and elevation to scale, and to make a free-hand sketch of the same in perspective. Also any one of the three topics, — form, color, and arrangement.

(b) *Music* — Such elementary facts as an instructor should know in teaching singing in the schools, including major and minor keys, simple two, three, four, and six part measures, the fractional divisions of the pulse or beat, the chromatic scale, the right use of the foregoing elements in practice, and the translation into musical notation of simple melodies or of time phrases sung or played.

IMPORTANCE OF ADEQUATE PREPARATION

Candidates should measure their duty of making adequate preparation not wholly by the subjects selected and the papers set for the admission examinations, but by the larger demands their chosen vocation is sure to make upon them. The more generous and thorough, therefore, the preparation of the candidate, the greater the likelihood of profiting by the normal school, of completing the elementary course on time, of securing employment after graduation, and of doing creditable work as a teacher.

The candidate is advised, therefore, to utilize all feasible opportunities offered by the regular high school course for promoting this breadth of preparation, and the high school should aim to hold the candidate up to the higher ideals of such preparation.

EQUIVALENTS

Reasonable allowance in equivalents will be made in case a candidate, for satisfactory reasons, has not taken a study named for examination. Successful experience in teaching will be taken into account in the determination of equivalents.

DIVISION OF THE EXAMINATIONS

Candidates may be admitted to preliminary examinations a year in advance of their final examinations, provided they offer themselves in one or more of the following groups, each group to be presented in full: I French; II Mathematics; III United States History; IV Science; V Drawing and Music.

Preliminary examinations can be taken in June only.

Every candidate for a preliminary examination must present a certificate of preparation in the group or groups chosen, or in the subjects thereof, the form of certificate to be substantially as follows:—

.....has been a pupil in the

.....School for.....years, and is, in my judgment, prepared to pass the normal school preliminary examination in the following group or groups of subjects and the divisions thereof:—

.....

.....

Signature of principal or teacher,.....

Address,.....

While division of the final or complete examinations between June and September is permissible, it is important both for the normal school and for the candidate that the work laid out for the September examinations, which so closely precede the opening of the normal schools, shall be kept down to a minimum. Candidates for the final or complete examinations are earnestly advised, therefore, to present themselves in June.



TIMES OF EXAMINATION AND ADMISSION.

Examinations for admission to the normal school are held at the close of the school year in June, and also at the beginning of the school year in September, as stated in the calendar. Candidates are advised to present themselves at the first examination.

New classes are admitted to the normal schools at the beginning of the fall term. Candidates should come in September prepared to stay, as regular work begins on the day following the examinations. In exceptional cases admissions to classes already formed are allowed at the beginning of the second term.

ELEMENTARY COURSES

The elementary courses of study are designed primarily for those who aim to teach in the public schools below the high school grade.

GRAMMAR-PRIMARY COURSE

It comprises substantially the following subjects:—

I The study of the educational values of the following subjects and of the principles and methods of teaching them:—

(a) English, — reading, oral and written composition, grammar, rhetoric, English and American literature.

(b) Mathematics, — arithmetic and bookkeeping, algebra, plane geometry.

(c) History, — history and civil polity of the United States and of Massachusetts.

(d) Science, — physics, chemistry, mineralogy, botany, zoölogy, geography, physiology and hygiene.

(e) Drawing, vocal music, physical training. Manual training, school gardening, cooking, sewing, sanitation.

II (a) The study of man, body and mind, for the principles of education; the study of the application of these principles in school organization, school government, and in the

art of teaching; the history of education; the school laws of Massachusetts.

(b) Observation and practice in the training schools.

The time required for the completion of this course depends upon the students. It may not exceed two years for those of satisfactory preparation and superior ability; for others, three years are needed to do the work properly. In many cases more than two years are insisted upon. A diploma is given when the course is satisfactorily completed.

A THIRD YEAR FOR PRACTICE AND STUDY

The board of visitors and the principal of any normal school may arrange for its students a third year of study and of practice in teaching whenever, in their judgment, such action is desirable. The object is a more complete mastery of the topics arranged for the regular two years' course, as well as further experience in teaching.

For students signifying at their admission their intention of pursuing a three years' course, it will be arranged so that elective subjects may be begun early in the course, instead of being postponed to the third year.

THE KINDERGARTEN-PRIMARY COURSE

The principles which control kindergarten instruction apply not alone to children three or four years of age but as well to the whole phase of early childhood, the period extending from two or three to seven or eight years of age. Kindergarten and primary instruction differentiate not in principle, not in general method, but in adaptation of ways and means to the tendencies and growing powers prominent at that period. The process is continuous, the objects studied vary, constructive power widens in application, the use of symbols becomes increasingly prominent. The course as planned and practised



trains teachers to work in the kindergarten with due regard to succeeding years of growth of children, and in the primary grade with due regard to previous training and later growth. For such teachers the demand far exceeds the supply.

The kindergarten-primary course omits portions of the grammar-primary course and substitutes subjects pertaining directly to early childhood and the kindergarten. It requires two years at least for completion. The greater portion of the practice teaching may be done in the primary or kindergarten grades as the student may choose.

To enable students to become highly efficient principals of kindergartens a third year of advanced kindergarten study and responsible control has been arranged. Different children attend the afternoon kindergarten (when operated) and their instruction is given into the charge of graduate students of ability, under the general supervision of the principal of the department. Similar facilities are afforded for study and practice in the first grade primaries. Graduate students of marked ability are paid a small salary, sufficient to pay living expenses, during the third year.

The conditions of admission are the same as for the grammar-primary course. In addition, there should be some facility in playing the piano and singing, if the better positions are to be secured. Students pay the cost of material taken away, but this expense does not exceed ten dollars for the course.

SPECIAL COURSE FOR COLLEGE GRADUATES

Graduates of colleges and universities, who give evidence of maturity, good scholarship, and of aptness to teach, may, with the consent of the principal of the school and of the board of visitors, elect a course which may be completed in one year, and when such course is successfully completed they shall receive a certificate for the same. Candidates are admitted to this course without written examination.

SPECIAL COURSES FOR TEACHERS

Teachers of several years of successful experience in teaching, who give evidence of maturity, good scholarship, and of aptness to teach, may, with the consent of the principal and of the board of visitors, select a course (including the course in psychology and pedagogy), and when such course is successfully completed they shall receive certificates for the same. Candidates are admitted to this course without written examination.

VACATION COURSES.

Teachers desirous of spending their vacations at the school are cordially invited to come at any time. Observation work, study of elected subjects, participation in regular and special courses, and preparation of teaching material are offered in all departments of the normal and training schools. There will be afforded every facility for study, the work being adapted to the wishes and capabilities of applicants in so far as the permanent needs of the school permit.

During January, February, and March separate classes for vacation students are conducted in language, literature, reading, history, geography, physiology and emergency lessons, nature study, arithmetic and form, music, drawing. Special lessons are given on spelling, writing, primary reading, story telling and writing, letter writing, temperance instruction, and corrective physical exercises, child study, lesson plans, programs. Especial opportunities are given for the study and preparation of "seat work." In all this work the endeavor is made to meet the actual difficulties of school practice as cited by the members of the class.

Teachers may join regular classes in cooking, sewing, gymnastics, wood and paper working, and other subjects named on page 19.

No summer session is held.

ORDERS OF STUDIES IN THE ELEMENTARY COURSES.

JUNIOR CLASS		SENIOR CLASS	
First Term	Second Term	Third Term	Fourth Term
Drawing 3	Drawing 3	Drawing 3	-
Music 4	Reading 3	Grammar 3	Reading 3
Gymnastics 2	Gymnastics 2	Gymnastics 2	Gymnastics 2
Manual training 2	Manual training 2	Cooking 2	Sewing 2
Language 1	-	Literature 3	Literature 3
Chemistry and physics 3	Physics and chemistry 4	Geography 4	Geography (half term) 5
Mineralogy and soils 2	Botany and gardening 3	Zoölogy 2	History of education, school laws (half term) 2
Physiology 3	-	History 4	-
Sanitation 1	Sanitation 1	-	Social economics 3
Geometry 4	Algebra 2	-	Psychology and pedagogy 5
Penmanship	Arithmetic 6	-	-
Child study:—4 Individuals Groups	Observation of teaching and control. Assisting 4	School organization 1 Teaching at training school 4	School management 1 Teaching and control (half term) 10
Kindergarten course omits chemistry	Kindergarten course omits algebra	Kindergarten course omits drawing, history and zoölogy	Kindergarten course omits geography and literature

NOTE — Figures indicate the number of periods per week.

INDUSTRIAL COURSES

SCHOOL AND HOME GARDENING — AGRICULTURE AND HORTICULTURE — NATURE STUDY

These courses are arranged and conducted with the co-operation of the Massachusetts Agricultural College at Amherst. The agricultural college adds to the faculty of the normal school an instructor and supervisor, who gives a portion of his time to instruction and supervision at the normal school and its three training schools, and a second portion of his time to the promotion of elementary agriculture and nature study in the schools of Berkshire County, the remaining portion of his time being spent at the college.

Normal students pursuing courses requiring advanced scholarship are instructed in that portion of the work at the college. College students pursuing educational courses take the work in child study, observation and practice of teaching, methods of instruction and organization, for the most part, at the normal school.

SCHOOL AND HOME GARDENING: NATURE STUDY

This course is arranged to prepare departmental teachers of school and home gardening and nature study in grades preceding the high school.

The length of time required to complete this course depends on the scholarship and previous teaching experience of the candidate. A graduate of a first-grade high school who has had no experience in teaching requires three years usually to do the work; a graduate of a Massachusetts normal school, if without experience in teaching, requires one year. The time required by college graduates and by teachers of recognized ability is determined by individual considerations.

I Gardening — Soils, plant life (seeds, roots, leaves, stems), plant foods, tillage, crops (vegetables, grasses, small fruits). Hot beds and cold frames. Flower and shrub gardens; window gardens. Trees, orchards, forestry. Insects, birds. Domestic animals, poultry, bees. Dairy. Drainage, ventilation, cleanliness. Farm accounts.

II Nature Study — Its content and relation to gardening.

III Manual Training, Drawing — See page 22.

IV English and other subjects — See pages 22, 23, 19.

V Pedagogy — See pages 27-30.

AGRICULTURE AND HORTICULTURE — NATURE STUDY

This course is arranged to prepare departmental instructors for all grades of public schools (including the high), and supervisors of the work in districts, towns, or cities.

Four years are required ordinarily to complete the course. Graduates of normal schools require two years of additional work, much of which is done at the college. For college students this course is a constituent part of their educational course, and most of the pedagogical work is done at the normal school. Graduates of colleges can take elective courses, the time required being determined by their respective qualifications.

The work of this course includes all the work outlined for the course in school and home gardening, with the addition (1) of intensive study of agricultural subjects; (2) of extensive practice in the fields, greenhouse, and shop; (3) of increased practice in teaching and supervision; (4) of definite work in the community at large.

I Agriculture — Soils, field husbandry; farm live stock, dairying, poultry-keeping, bee-keeping; stock judging, farm management.

Botany — Plant structures, functions and diseases.

Horticulture — Propagation, pruning and cultivation; forestry; orchards and small fruits; greenhouse; market gardening.

Insects — Economic importance; control of injurious insects.

Agricultural chemistry and physics.

Sanitary science.

Rural social science.

II Nature Study — Its content and relation to science, literature, and vocational work.

III Manual Training — Carpentry, cabinet work, forge work, assembling farm machinery.

Drawing — Freehand and mechanical, structural and decorative design, use of color, farm and building plans.

IV English, etc. — See pages 22, 23, 19.

V Pedagogy — See pages 27-30.

MANUAL TRAINING

For Departmental Instructors in Elementary Grades

I Construction — Carpentry, cabinet work; bent iron, brass and copper work, forging; paper and cardboard work; textile weaving, basketry; printing.

II Drawing — Freehand and mechanical, structural and decorative design, use of color, making and using architectural plans.

III English, etc. — See pages 22, 23, 19.

IV Pedagogy — See pages 27-30.

DOMESTIC ARTS

For Departmental Instructors

I Cookery — Breadstuffs, meats, fruits, vegetables; canning and preserving; frozen, fancy dishes; for the sick; marketing.

Sanitation — Water supply, plumbing, drainage, heating, lighting, ventilation, disinfection; cleaning, sweeping, dusting.

Sewing — Plain sewing, garment making, dressmaking, measuring and making patterns.

Laundrying — Preparation of clothes for laundry; cleansing, drying, starching, folding, ironing; use of soaps, washing powders and other cleansing materials, removal of stains.

Emergency aid and home nursing.

II Drawing — Freehand and mechanical, structural and decorative design, use of color; study of fabrics for weaving apparel, house furnishing.

III English, etc. — See pages 22, 23, 19.

Physiology, botany, physics, chemistry, with especial relation to the practical courses.

IV Pedagogy — See pages 27-30.

In every industrial course, such work in English grammar, literature, and business correspondence will be required as may

be necessary to ensure correct speech, good taste, and discriminating, courteous correspondence.

Arithmetic, geometry, or algebra will be required according to the needs of the industrial course and the scholarship of the student. In each course the subjects will be studied in their practical relations.

The sciences — physics, chemistry, mineralogy, botany, zoölogy, physiology, geography — will be required according to their respective values in the industrial courses. Each science is taught from the practical, not the theoretic, view point. Scholarship is measured by the scientific knowledge used and not by the scientific information studied.

EQUIPMENT

The four natural science laboratories are arranged in sequence, and by means of specimens and models in wall cases is displayed the progression of mineral, plant, and animal life to its development in man. Banks of drawers are provided for type collections and table drawers for working collections and tools. In the instructors' laboratories are reserve specimens, models, pictures, charts, and diagrams.

Worthy of special mention: —

The synoptic and Howell's college collection of minerals and rocks in the mineralogical and geological laboratory.

In the biological laboratories are the Deyrolle plant models, illustrating twelve of the leading families; the synoptical collection of invertebrates and vertebrates; the preparations (wet and dry) showing the habits, homes, and metamorphoses of many insects, the development of a snail, a leech, a crayfish, a horseshoe crab, a spider, a fish, a salamander, a frog, a toad, a snake, and a lizard, displaying all stages of growth, from the egg to the adult form; dissected specimens of a clam, a crayfish, a lobster, a fish, a frog, a lizard, a turtle, a dove, and a rat, displaying separately the digestive, circulatory, and nervous systems; aquaria and cages; a series of skeletons, a human skeleton, a life-size manikin, a set

of Auzoux models (eye, ear, larynx, brain, pelvis), and preserved vital organs.

In the geographical laboratories are several thousand carefully selected, mounted, and classified pictures, including photographs, engravings, half-tones, bromide enlargements, the Hölzel series of oleographs, and several hundred lantern slides. The models include the Jones eighteen-inch relief globe, Howell's (sixteen feet radius) model of the United States, and a large model of southern New England, the Harvard series of physiographic models. Slated spheres, large and small globes are provided for class and individual use. Three sand-tables, each ten feet by four feet, afford abundant opportunities for sand modelling.

The collection of maps includes two maps of Switzerland, one beautifully shaded to show reliefs and drainage, and the other to show the same physical features combined with political and industrial features; two similar maps of Alpenland; Habenicht-Sydow physical series; Johnston political series; a series of thirty world maps, showing physical, productive, and political features; coast survey charts; topographic maps and folios; a series of maps of Massachusetts, showing relief, drainage, cities, railways, counties, etc.; similar maps of Rhode Island and New Hampshire; a series of maps for study of map symbols; pamphlets, railway folders, magazines, etc., for commercial geography.

The gardens contain a little more than three acres, and are devoted to school gardening, agriculture, and horticulture. The greenhouse measures 25 by 36 feet.

The domestic science department includes a kitchen, dining room, chamber, and sewing room in the school building and all the appointments in the dormitory.

The manual training department includes wood and metal working rooms; a room furnished with ordinary school desks and tables for working with paper, cardboard, reed, raffia, and clay; a printing room.

The laboratories for physics, chemistry, mineralogy, and biology are equipped with modern improvements, and with apparatus for individual experimentation.



The mathematical department is supplied with collections of models for individual use and class observation in the study of geometry, arithmetic, and algebra in their appropriate development through all grades, including those of the high school.

The historical and literary departments are supplied with several hundred classified pictures and numerous charts.

The art departments are equipped with adjustable tables, models, type and ornamental forms, pictures, drawings, casts, and textiles illustrative of the phases of modern art teaching.

The library has been selected with especial reference to the needs of teachers. Department libraries are proportionately represented. Magazines and pamphlets for general culture and departmental study are numerous. The pamphlet division already includes several thousand copies.

An electric projection lantern and numerous slides have been provided. The lantern can be used in several different rooms, and supplements the work in the various sciences, in literature, and in art.

The gymnasium is located in the dormitory and is well equipped with apparatus, shower baths, and lockers. Lawn areas are very ample for out-door games, for which much material is supplied.

DESIGN OF THE NORMAL SCHOOL

"The design of the normal school is strictly professional; that is, to prepare in the best possible manner the pupils for the work of organizing, governing, and teaching the public schools of the Commonwealth" (Board of Education, May 6, 1880).

The work of each department is to secure these ends:—

Students—The leading motive and continuous effort are to change the student's point of view from that of the pupil to that of the teacher, to inspire him with the spirit of the true teacher, to train him to the noblest ideals and best habits of personality, thinking, teaching and social service.

Children — The student is placed from the beginning of his course in immediate and close contact with children, that through them there may be revealed to him such appreciation of individual children and understanding of child life in general as will impress upon his mind the necessity of their interests being his chief concern. That schools should be organized to satisfy the needs of children, that school management is the process of securing self-control by the children, that children should be taught, rather than subjects, are truths which are presented as of fundamental importance.

Subjects — The thought of the student is carefully directed to the subjects of a public school course. Each subject is organized for instruction by deriving the content from the social experiences of the children and arranging it to follow their growing abilities, not the arbitrary order of a text-book. The appropriate sources of knowledge are found, the prominent processes of acquisition are emphasized, and corresponding forms of expression exemplified. The vocational and cultural values of each subject are discussed. Stress is laid upon accuracy of knowledge and the use of each subject as a *means* and not an end in education. Natural and helpful correlations of subjects are made, and the place of each in a course of study indicated.

Teaching — The process of learning is distinguished from the process of teaching, the student being led to perceive most definitely that in learning the pupil concentrates his thought upon the object, that in teaching the teacher concentrates his thought upon the student's mental process of learning. Students are led to discover by personal observation that the teaching process consists of two parts, namely, preparatory thought (*i.e.*, lesson planning) and consequent instruction (*i.e.*, teaching). Lesson plans are derived by the students from the study of children in their free work and play, from observed teaching and the study of typical plans, and are found to include consideration of (1) aims, that is, needs of the children to be satisfied; (2) right mental activity of the child; (3) appropriate sources of knowledge and interest. Lesson teaching is



perceived to be (1) skillful use of sources of knowledge and interest, (2) which use stimulates right activity in each child, (3) and enables him to satisfy his needs. Students, by practice in writing lesson plans and in teaching children in accordance with the plans, become certain that intimate knowledge of children and thorough lesson planning are, together with the personality of the teacher, the vital conditions for successful teaching; that lesson plans may free the teacher of the burden of the subject, and enable him to attend discreetly and heartily to the needs and interests of the children. Similarly, the place and purpose of recitations, drills, examinations, and criticism are brought before the pupils for consideration and judgment.

Organization — The principles underlying the organization of a school are arrived at by the students by direct study of the training schools and other schools they have experienced, by consideration of children's needs as individuals and as members of society, and by use of the experience of teachers and other educational authorities.

Government — Students are led, by review of their own experiences in conforming, obeying, and controlling, by the testimony of others, by their knowledge of children, by their efforts in the training school, and by their study of psychology, to understand the relations between knowing, feeling, and doing, to value and use the instinctive reactions, and to attempt to form habits in themselves and children of right self-activity for the sake of self-development and service to others.

The school laws of the State receive due and appropriate study, in connection with the consideration of organization, government, and the history of education.

PSYCHOLOGY AND PEDAGOGY

The principles of psychology and pedagogy are apprehended and appreciated because of their guidance of thought processes, their productiveness of interest and certainty, their exposition of social practices, and their determination of method.

The study of children is continuous throughout the whole

course. Individual children at work and at play are carefully observed to ascertain individual physical, mental, and moral aptitudes and defects, in order that each child's needs may be satisfied. Groups of children — the healthy and the sick, the able and the weak, the bright and the dull, the tidy and the slovenly, the leaders and the followers, the good and the bad, etc. — are found, their relative numbers and importance estimated, and the reasons for these conditions investigated, that justice may be done to all. Based on these and similar observations made elsewhere are the students' conclusions as to native reactions, behavior, self-control, and tact.

In their study of individual subjects of the course, students are taught to recognize the natural order of the subject, the elementary processes of acquisition, the emotions aroused, the importance of interest, and the volitions resulting. The sources of knowledge, the stimuli of interest, the mental processes appropriate to the several subjects, and the especial importance of motor activities, are learned as individual facts.

In the observation and practice of teaching, the effects of the teacher's knowledge of children, of the subject, of the fitness of mental process, of the influence of tact, and of the teacher's possession of right habits are discerned.

During the last term of the course, the systematic study of man as an educable being is based upon the child study, the analysis of subjects, and the observation and practice of teaching previously described. The purpose of this course is to organize into attitude and habit, as thoroughly as possible, the following propositions: —

The present characteristics of body and mind in men are evolutionary products.

Every child is the result of countless generations of developmental changes both in body and mind.

Growth includes fundamentally the repetition by body and mind of the essential features of race progress. The phases of life —

infancy, early childhood, later childhood, adolescence, adult life, and old age — are racial metamorphic periods, necessarily with distinctive characteristics.

The reflexes, instincts, and forms of consciousness of childhood are noticeably hereditary habits or tendencies, and are relatively stable.

Individuality is partly inherited, partly acquired.

Environment includes the inherited and acquired characteristics of one's own body and mind, as well as the physical surroundings of outer life.

Education is possible and necessary because a child is born with relatively few organized habits.

Education is under the immediate control of others for nearly one-third of life because of the ever-increasing variety and complication of experiences necessary to obtain higher success in living.

Education never ceases, and should be intelligently adapted to the characteristic needs of each phase of life.

Life is development. The work of life is production, objective and subjective. Education is promotion of the development which is both natural and possible at the time. The process of education is production. The test of education is personal efficiency in social service.

Professional preparation for teaching is coming into conscious intelligence, and correct habits of directing the inherited tendencies and habits of the learner, under the influences of improving environment, into the acquirement of ever-increasing power of truth, beauty, goodness, and productiveness, expressed in social service.

In all courses, in all subjects, professional instruction emphasizes the training of learners into productiveness in social service, whereby individual attainment is realized. No knowledge, no information, no motor effort is approved unless it arises distinctly from and reacts definitely for social welfare.

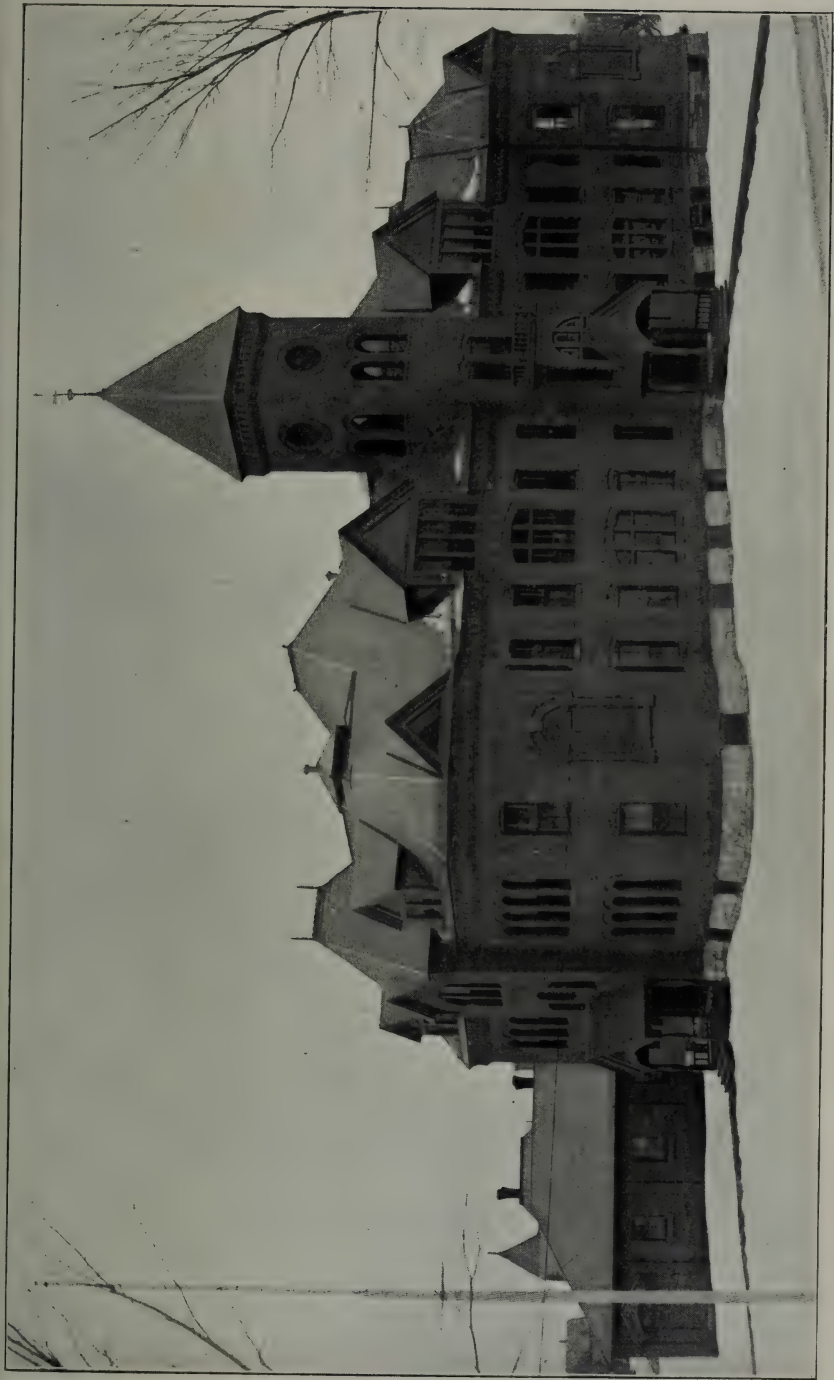
In industrial courses professional instruction should emphasize: —

- 1 Industrial work, as vocational as possible, by the student
- 2 Observation of children at work and at play, industrial and textual
- 3 Practice teaching of industrial work in the shop, field, and schoolroom
- 4 The study of natural interest in handwork, of the necessity of learning by experience, and of the relation of experience to information
- 5 The kind and amount of actual vocational work, the visitation of mills, farms, shops, stores, hotels, banks, etc.
- 6 The union of craft and art, "shop mathematics," drawing as the "shop language," the value of constructive thought to the use of English, the place and use of science
- 7 The cultivation of ingenuity and economy; the assembling and repair of a wide variety of objects
- 8 Construction by division of labor, as in shops
- 9 Extension of industrial work into the homes and to vacation employment
- 10 The formation of courses in industrial work, — aims, practical work (required, optional, original); basis of selection and arrangement; materials and their peculiar values; knowledge gained directly (practical and social); information; value to the individual and to society in making "equal opportunities for all" and in increasing public and personal welfare.

TRAINING SCHOOLS

MARK HOPKINS SCHOOL, NORTH ADAMS

On a lot adjacent to the normal school lot is a brick building, containing twenty class rooms, an assembly hall, two large basements, playrooms, a woodworking room for the kindergarten and primary grades, the motor and boiler rooms. In an annex is the gymnasium, forty by seventy-two feet, supplied with apparatus sufficient for the accommodation of classes of



GYMNASIUM

MARK HOPKINS SCHOOL

forty pupils each. All grades are represented, beginning with the kindergarten and extending through nine years of primary and grammar work to the high school. There are eighteen rooms, and in each room is a regular teacher in charge of a class not exceeding forty pupils. The principal is free for the direct observation and instruction of the normal students.

BRIGGSVILLE SCHOOL, CLARKSBURG

This training school is located in a typical mill village about three miles from the normal school, and is reached easily by electric cars. The building is modern, roomy, and heated by furnaces. The grounds are scanty. Each of the two rooms contains forty pupils, classed in four grades. The educational problems are distinctly those of a country mill village.

BROAD BROOK SCHOOL, WILLIAMSTOWN

The Broad Brook school is located in a farming district and is definitely a rural school, with the usual social problems pertaining thereto. The building is without modern conveniences, but the yard is roomy and the views magnificent. In each of the two rooms is a school of thirty-five pupils, classed in three grades, the oldest being the sixth. The school is about five miles from the normal school, and is reached by electric cars.

These three and very different training schools afford unusual opportunities for the study of children and the practice of teaching. Students begin their work in this department immediately upon their entrance into the normal school, and continue it regularly throughout the course. The rapidity of progress through the various stages of the training school work depends on the ability and previous experience of the student. Definite oral instruction and printed schedules guide the observation of children individually, in groups, in classes, and the observation of teaching and control. In general the order of work is as follows:—

First Year — First term: observation of individual children and of groups begun. Second term: observation of the class for prevailing and peculiar qualities; observation of teaching and control emphasized.

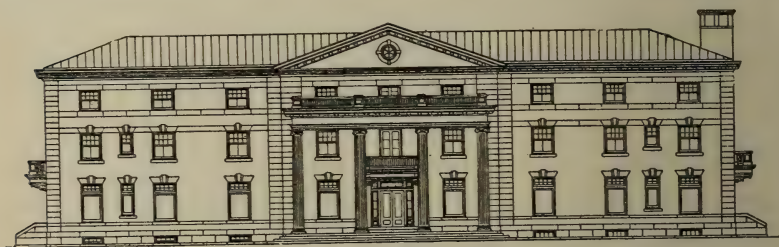
Second Year — Third term: study of school organization and management, and assisting in teaching and management. Fourth term: practice in teaching, the amount of responsibility conferred depending on the ability of the student.

Third Year — Responsible charge of classes, elective work. Students who have taught successfully before entering are given opportunities for responsible practice in teaching and disciplining as early in the course as their abilities warrant.

Close and appropriate supervision and instruction are given students by regular teachers in all the grades and by the principals of the various departments.

TACONIC HALL

The material of the dormitory is yellow brick and white marble, thus carrying out the color scheme. The building is 156 feet long and 100 feet wide, the courtyard being about



EAST-ELEVATION.

58x70 feet. On account of the slope of the land the basement floor is at grade with the courtyard, thus securing dry and light living rooms and making the wings as seen from the courtyard three stories high. The balcony over the east porch is available for persons living on the third floor, and the two west balconies accommodate those living on the first and second



MUSIC

READING

RECEPTION

ASSEMBLY HALL



floors. Two guest rooms are provided for parents and friends. Two hospital rooms, with suitable furniture and intervening bath room, are on the third floor. The building is heated by steam and lighted by electricity. A subway connects the dormitory and the school building, affording easy access to the gymnasium and protection during inclement weather.

Unusual facilities are provided for cultivating a homelike and beautiful social life. The rooms of the first floor afford opportunities for all forms of mental enjoyment, and the gymnasium in the basement is convenient for daily evening physical play.

Two students occupy one room. Each room is supplied with chairs, study-table, book-case, bureau, commode, screen, two couches (three feet wide), mattresses, pillows, coverlets, and rugs. Each boarder brings bedding, towels, napkins, napkin ring, and two clothes bags.

All articles sent to the laundry must be distinctly and indelibly marked with the owner's name. *Initials will not answer.* Trunks also must be marked so as to be easily identified.

Rooms are assigned to entering students according to priority of application, preference being given to residents of Massachusetts.

EXPENSES

TUITION is free to all residents of Massachusetts. "Each pupil from another state than Massachusetts attending a normal school supported by this state shall pay to the principal of the school attended, at the beginning of each half-year session, the sum of twenty-five dollars for the use of the school."

TEXT-BOOKS and supplies are free, as in the public schools.

STATE AID, not exceeding one dollar and one-half per week, may be granted to deserving persons after they have been in attendance for at least one term, provided they are residents of Massachusetts, and do not live in towns where the normal schools are situated.

BOARD — The regulations of the Board of Education require

that the boarders shall pay the current expenses, which include table board, heating, lighting, laundry, and service. The price of board in each of the boarding halls connected with the normal schools of the State is \$160 for the school year, payable in advance, in four payments, one every ten weeks, beginning with the opening of school in September.

The object of this payment in advance is to secure the purchase of supplies at wholesale cash prices, thereby lessening the cost of supplies and saving to each boarder much more than the interest of the money advanced.

Under these rates boarders are allowed to remain at the hall during the Thanksgiving recess without extra charge. Students whose homes are at a distance may, on permission of the principal, remain at the hall during other vacations, except the long one in the summer, on payment of the additional sums for such vacations. The hall is closed during the summer.

When pupils leave the school before the expiration of a term, money paid in advance will be refunded pro rata. No deduction is made for absence from the hall of less than one week.

If there are vacant rooms, those who wish to room alone may do so, on payment of the additional charge of seventy-five cents per week.

EMPLOYMENT — Capable and reliable students can reduce their expenses by assisting in the household work, for example, by waiting on table, washing silver and glass, etc. Efficiency, need, and priority of application control the appointments. The amounts thus earned vary from \$0.75 to \$1.50 per week.

VACATION STUDENTS — To vacation students living two in a room, and furnishing their own bed-clothing, towels and napkins, the cost is \$4.25 per week, including laundry. To students not furnishing their own bed-clothing, towels and napkins, the cost is \$4.50 per week, including laundry. Tuition free. Text-books are loaned to students. The cost for stationery and industrial material is small.

STUDENTS

Senior Class

GRAMMAR-PRIMARY COURSE

Gertrude Johanna Arnold	Holyoke
Marietta Miller Baldwin	Egremont ¹
Mary Ruth Barden	Hoosick Falls, N. Y.
Ida Emily Bell	Middlefield
Edith Elizabeth Brown	Clarksburg ²
Helen Mary Carney	Philmont, N. Y.
Helen Estella Conlon	North Adams
Mary Elizabeth Donica	North Adams
Nora Elizabeth Donovan	North Adams
Elizabeth Cecilia Feeley	Lenox
Delia Agatha Fleming	Middlefield
Agnes Eulalia Flynn	Easthampton
Julia Clarke Ford	South Deerfield
Jessie Foster	Stamford, Vt.
Lola Elizabeth Gadsby	Clarksburg ²
Florence Ina Gleason	North Adams
Mary Jane Gorman	Lenox
May Elizabeth Henchey	North Adams
Florence Elizabeth Holmes	Pittsfield
Edith May Lamb	Deerfield
Mabelle Elizabeth Langley	Pittsfield
Reta Leonard	Waterbury, Conn.
Ellen Agnes Mackey	Lenox
Rose Agnes McGovern	Stockbridge
Georgiana Catherine Mills	North Adams
Ruth Lois Neal	Williamstown
Anna Isabelle Neyland	Williamstown
Agnes Mary O'Hern	North Adams
Emma Ruth Ostrander	Williamstown
Edythe Maria Peck	Southampton
Jessie Myrtle Phelps	Northampton

¹ Great Barrington, R. F. D. No. 1.² North Adams, R. F. D. No. 1.

Helen Jane Pike	North Adams
Mabel Grace Post	North Adams
Goldie Ina Rudnick	North Adams
Edna May Sedgwick	North Adams
Fannie Smith Shaw	Shelburne Falls
Jennie Wells Slocombe	Deerfield
Eliza Mae Smith	Ashfield
Olivia Mattoon Smith	Pittsfield
Clara Alice Stevens	Chester
Lou G. Stevens	Williamstown
Charlotte Augusta Stewart	North Adams
Eva Tetlow	Adams
Helen Marion Tyrrell	North Adams
Katherine Agnes Upton	Williamstown
Melissa Jenette Williams	Shelburne

KINDERGARTEN-PRIMARY COURSE

Jane Arnold Bond	North Adams
Harriet Louise Stroud	North Adams
Mary Ellen Webster	Stockbridge ¹

Junior Class

GRAMMAR-PRIMARY COURSE

Leila Stone Bardwell	Bardwell's Ferry
Anna Mary Berndt	Lenox
Blanche May Beverly	Williamstown
Delia Anne Boland	North Adams
Eloise Huntington Boorn	Adams
Bertha Alice Bowman	Montpelier, Vt.
Susie Mabelle Brown	North Adams
Ethel Brownell	North Adams
Mary Gertrude Burns	Pittsfield
Ellen Christina Burrington	Pownal, Vt.
Edith Evelyn Butler	Pittsfield
Ethel Thornton Cheney	Williamstown
Elizabeth Alta Clark	Deerfield
Martha Irene Clark	Pittsfield
Katherine Elizabeth Coughlin	North Adams
Georgia Plummer Devine	Pittsfield
Jessie Elizabeth Dorrance	Troy, N. Y.

¹ Glendale.

Agnes Lilian Dowd	Pittsfield
Frances Angela Durnin	North Adams
Eva May Fish	Pittsfield
Marion Louise Ford	Ashfield
Clara Ethel Gibbs	Williamstown
Irene Anna Gillern	Northampton
Nora Euphemia Gordon	Williamstown
Hannah Agnes Gorey	South Deerfield
Helen Louise Haddow	North Adams
Florence Winifred Hughes	Williamstown
Charlotte Donald Kennedy	Pittsfield
Margaret Louise Kinsella	Stockbridge
Anna Leonilda Leary	Holyoke
Ora Inez Lees	North Adams
Lillian Alice Lyman	East Northfield
Janet Gertrude Mabbett	North Adams
Mary Frances MacCarthy	North Adams
Genevieve Carolyn Mahoney	North Adams
Aurelia Marguerite McDonald	Lanesborough
Julia Elizabeth McDonnell	Adams
Ethel Mary Mooney	Adams
Mary Gabriella Moriarty	Holyoke
Emogene Mullins	Baldwinville
Ora Jane Myers	North Adams
Ethel M. Newell	Whitingham, Vt.
Eva Lilian Peck	Rowe
Ruth Annie Olget Pollard	North Adams
Mary Agnes Powers	Lenox
Ruth Lydia Purrington	Colrain
Mabel Cecelia Rayno	Pittsfield
Etta Rosenberg	North Adams
Mary Ethel Silverman	North Adams
Elizabeth Terry Smith	Pittsfield
Ruth Abbie Spencer	Pittsfield
Laura Wilma Stevens	Lee
Sara May Thatcher	Florida
Marietta Katherine Weaver	Mount Washington
Cecilia Margaret Whalen	Northampton
Dora Frances Willis	Ashfield
Martha Mae Wilson	Greenfield

Mae Elizabeth McGowan Chester

Helen Jane Pike	North Adams
Mabel Grace Post	North Adams
Goldie Ina Rudnick	North Adams
Edna May Sedgwick	North Adams
Fannie Smith Shaw	Shelburne Falls
Jennie Wells Slocombe	Deerfield
Eliza Mae Smith	Ashfield
Olivia Mattoon Smith	Pittsfield
Clara Alice Stevens	Chester
Lou G. Stevens	Williamstown
Charlotte Augusta Stewart	North Adams
Eva Tetlow	Adams
Helen Marion Tyrrell	North Adams
Katherine Agnes Upton	Williamstown
Melissa Jenette Williams	Shelburne

KINDERGARTEN-PRIMARY COURSE

Jane Arnold Bond	North Adams
Harriet Louise Stroud	North Adams
Mary Ellen Webster	Stockbridge ¹

Junior Class

GRAMMAR-PRIMARY COURSE

Leila Stone Bardwell	Bardwell's Ferry
Anna Mary Berndt	Lenox
Blanche May Beverly	Williamstown
Delia Anne Boland	North Adams
Eloise Huntington Boorn	Adams
Bertha Alice Bowman	Montpelier, Vt.
Susie Mabelle Brown	North Adams
Ethel Brownell	North Adams
Mary Gertrude Burns	Pittsfield
Ellen Christina Burrington	Pownal, Vt.
Edith Evelyn Butler	Pittsfield
Ethel Thornton Cheney	Williamstown
Elizabeth Alta Clark	Deerfield
Martha Irene Clark	Pittsfield
Katherine Elizabeth Coughlin	North Adams
Georgia Plummer Devine	Pittsfield
Jessie Elizabeth Dorrance	Troy, N. Y.

¹ Glendale.

Agnes Lilian Dowd	Pittsfield
Frances Angela Durnin	North Adams
Eva May Fish	Pittsfield
Marion Louise Ford	Ashfield
Clara Ethel Gibbs	Williamstown
Irene Anna Gillern	Northampton
Nora Euphemia Gordon	Williamstown
Hannah Agnes Gorey	South Deerfield
Helen Louise Haddow	North Adams
Florence Winifred Hughes	Williamstown
Charlotte Donald Kennedy	Pittsfield
Margaret Louise Kinsella	Stockbridge
Anna Leonilda Leary	Holyoke
Ora Inez Lees	North Adams
Lillian Alice Lyman	East Northfield
Janet Gertrude Mabbett	North Adams
Mary Frances MacCarthy	North Adams
Genevieve Carolyn Mahoney	North Adams
Aurelia Marguerite McDonald	Lanesborough
Julia Elizabeth McDonnell	Adams
Ethel Mary Mooney	Adams
Mary Gabriella Moriarty	Holyoke
Emogene Mullins	Baldwinville
Ora Jane Myers	North Adams
Ethel M. Newell	Whitingham, Vt.
Eva Lilian Peck	Rowe
Ruth Annie Olget Pollard	North Adams
Mary Agnes Powers	Lenox
Ruth Lydia Purrington	Colrain
Mabel Cecelia Rayno	Pittsfield
Etta Rosenberg	North Adams
Mary Ethel Silverman	North Adams
Elizabeth Terry Smith	Pittsfield
Ruth Abbie Spencer	Pittsfield
Laura Wilma Stevens	Lee
Sara May Thatcher	Florida
Marietta Katherine Weaver	Mount Washington
Cecilia Margaret Whalen	Northampton
Dora Frances Willis	Ashfield
Martha Mae Wilson	Greenfield

Certificate Required for Admission to a Preliminary Examination.

_____ 1909.

_____ has been a pupil in the
_____ School for three years, and is, in my
judgment, prepared to pass the normal school preliminary examination in
the following group, or groups, of subjects and the divisions thereof:—

Group II. _____ Group IV. _____

Group III. _____ Group V. _____

Signature of principal or teacher, _____

Address, _____

Certificate of Graduation and Good Character.

THIS IS TO CERTIFY THAT M _____
is a regular graduate of a four years' course of the _____
_____ High School, and that, to the best of my knowledge
and belief, _____ he is a person of good moral character.

_____ *Principal.*

_____ 1909.

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-10

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NORTH ADAMS NORMAL SCHOOL



CATALOG AND CIRCULAR
NINETEEN HUNDRED AND TEN



Straight mine eye hath caught new pleasures
Whilst the landscape round it measures:
Russet lawns and fallows grey,
Where the nibbling flocks do stray;
Mountains on whose barren breast
The labouring clouds do often rest;
Meadows trim with daisies pied,
Shallow brooks and rivers wide;
Flowers and battlements it sees
Bosomed high in tufted trees,—
Where perhaps some beauty lies,
The cynosure of neighbouring eyes.

MILTON.

The thunder and lightning, storm and cloud, as well as the soft beauty of colour, and the harmony of mountain outline, have been a part, and a very important part, of their training. * * * On these heights such men seemed to have gained something of the strength of Him who dwells in the heavens far above their highest peaks,—“the strength of the hills,” which, as the Hebrew poet says, “is His also.”

HUTCHINSON, in *The Story of the Hills*.

STATE NORMAL SCHOOL

AT

NORTH ADAMS, MASS.

Established June, 1894

CIRCULAR AND CATALOG

For Year ending June 30, 1910



BOSTON

WRIGHT & POTTER PRINTING CO., STATE PRINTERS

18 POST OFFICE SQUARE

1910

APPROVED BY
THE STATE BOARD OF PUBLICATION

The Commonwealth of Massachusetts

BOARD OF EDUCATION

Established 1837

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His Honor LOUIS A. FROTHINGHAM, Lieutenant-Governor

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- 1912 Miss SARAH LOUISE ARNOLD, 9 Crescent Ave., Newton Centre
- 1913 Mrs. ELLA LYMAN CABOT, 190 Marlborough Street, Boston
- 1912 SIMEON B. CHASE, Fall River
- 1911 LEVI L. CONANT, Worcester Polytechnic Institute, Worcester
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- 1913 FREDERICK W. HAMILTON, Tufts College, Tufts College P. O.
- 1911 PAUL H. HANUS, Harvard University, Cambridge
- 1912 CLINTON Q. RICHMOND, North Adams

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ROLAND W. GUSS, ...	<i>Natural Science</i>
ARCHER C. BOWEN, ...	<i>History, Geography</i>
FLOYD B. JENKS, ...	<i>Agriculture</i>
ARTHUR W. TRUBEY, ...	<i>Industrial Training</i>
MARY A. PEARSON, ...	<i>Drawing, Industrial Arts</i>
ROSA E. SEARLE, ...	<i>Mathematics, Music</i>
ANNIE C. SKEELE, ...	<i>Physiology, Physical Training</i>
MARY L. BARIGHT, ...	<i>English, Reading</i>
DONNA D. COUCH, ...	<i>School Organization</i>
HELEN VAN A. SCHUYLER, ...	<i>Domestic Arts</i>
PRISCILLA ALDEN, ¹	<i>Drawing, Industrial Arts</i>

Mark Hopkins Training School

INSTRUCTORS IN THE GRAMMAR AND PRIMARY DEPARTMENTS

DONNA D. COUCH, ...	<i>Principal</i>
AMALIE KNOBEL, ...	<i>Ninth grade</i>
MARGARET BOYD, ¹	<i>Ninth grade</i>
ADDIE M. AYER, ...	<i>Eighth grade</i>
WINONA A. WEBER, ¹	<i>Eighth grade</i>
ROSE G. O'NEILL, ...	<i>Seventh grade</i>
FLORENCE W. RAGUSE, ¹	<i>Seventh grade</i>
E. IDELLA HASKINS, ...	<i>Sixth grade</i>
EMILY D. STACY, ...	<i>Fifth grade</i>
MARGARET R. GALLON, ¹	<i>Fifth grade</i>
FREELove CLARKE, ...	<i>Fourth grade</i>
AGNES E. WALKER, ...	<i>Fourth grade</i>
SUSAN G. LOMBARD, ...	<i>Third grade</i>
GENEVIEVE M. CHAPIN, ¹	<i>Third grade</i>
EMMA H. TINGUE, ...	<i>Second grade</i>
EDITH A. ROOT, ...	<i>Second grade</i>
ANNIE J. LAMPHIER, ...	<i>First grade</i>
ELVA L. BROWNSON, ...	<i>First grade</i>
MAE E. MCGOWAN, ¹	<i>First grade</i>

¹ These teachers do not have charge of practice teaching.

INSTRUCTORS IN THE KINDERGARTEN DEPARTMENT

ELIZA GRAEME GRAVES,	.	.	.	.	.	.	.	.	<i>Principal</i>
HARRIET L. STROUD, ¹	.	.	.	.	.	.	.	.	<i>Assistant</i>

Briggsville Rural Training School

HANNAH P. WATERMAN,	.	.	.	<i>Principal, Grammar Department</i>
NELLA H. COLE,	.	.	.	<i>Assistant, Primary Department</i>

Broad Brook Rural Training School

BESSIE W. NICHOLS, ²	.	.	.	<i>Principal, Grammar Department</i>
ETHEL H. NASH,	.	.	.	<i>Principal, Grammar Department</i>
ANNA R. CAMPBELL, ¹	.	.	.	<i>Assistant, Primary Department</i>

¹ These teachers do not have charge of practice teaching.² Resigned Feb. 1, 1910.

CALENDAR

1910

Graduation

Tuesday, June 21, 10 A.M.

First Entrance Examination

Thursday and Friday, June 23 and 24, at 9 A.M.

Second Entrance Examination

Tuesday and Wednesday, September 6 and 7, at 9 A.M.

School Year Begins

Training School, Tuesday, September 6.

Normal School, Thursday, September 8, at 9 A.M.

Thanksgiving Recess

Normal School, Tuesday night, November 22 to Monday night, November 28.

Training Schools, Wednesday noon, November 23 to Sunday night, November 27.

Christmas Recess

Normal School, Wednesday night, December 21 to Monday night, January 2.

Training Schools, Friday night, December 16 to Sunday night, January 1.

1911

Second Term Begins

Monday, January 30.

Spring Recess

Normal School, Friday night, March 31 to Monday night, April 10.

Training Schools, Friday night, March 31 to Sunday night, April 9.

Graduation

Tuesday, June 20, 10 A.M.

First Entrance Examination

Thursday and Friday, June 22 and 23, at 9 A.M.

Second Entrance Examination

Tuesday and Wednesday, September 5 and 6, at 9 A.M.

School Year Begins

Training School, Tuesday, September 5.

Normal School, Thursday, September 7, at 9 A.M.

Thanksgiving Recess

Normal School, Tuesday night, November 28 to Monday night, December 4.

Training Schools, Wednesday noon, November 29 to Sunday night, December 3.

Christmas Recess

Normal School, Wednesday night, December 20 to Monday night, January 1.

Training Schools, Friday night, December 15 to Sunday night, December 31.

Sessions are from 9 A.M. to 12 M., and 1.30 P.M. to 4 P.M.
Saturday sessions are omitted.

Entrance examinations on the dates given above begin at 9 o'clock A.M., in the assembly hall. Candidates are to be present at the opening and on both days. They should come prepared to stay in September, as the term begins on the following day.

For information about the school address the principal at North Adams.



STATE NORMAL SCHOOL

AT NORTH ADAMS, MASS.

LOCATION

North Adams is distinctly picturesque. The elevations that surround the city are among the most attractive of the Berkshire Hills. On the north side are rounded domes of the Green Mountains, on the east the abrupt wall of Hoosac Mountain overhangs the city, while on the south-west border rise the outlines of massive Greylock, the highest peak in Massachusetts.

On the westerly slope of an eminence rising several hundred feet above the river are situated the school buildings. Of the many beautiful locations in Berkshire County, the one chosen is remarkably fine. The city of North Adams was both wise and generous in its gift of a location.

The city is easily reached from the east and west by the Fitchburg Railroad, from the south by the Boston & Albany road. Electric cars connect the city with Williamstown and other towns to the west, with Adams and other towns southward through Berkshire County.

BUILDINGS

The school building, the dormitory, and the principal's house in exterior are of yellow brick and white marble, with metal roofs. The school building, in Italian style, is one hundred and fifty-two feet long, eighty-four feet deep, and three stories and basement in height. It is of slow-burning construction, the floor timbering and roof being carried with steel beams and trusses. The arrangement of stairways, which are iron, gives easy and safe egress.

In the basement are the boiler, engine, fuel, heating, and repair rooms, rooms for manual training, and a photographic dark room; in the first story, printing room, lunch, cloak, coat, and toilet rooms, and four natural science laboratories; in the second story, the assembly hall, office, libraries, and class rooms for language, mathematics and music; and in the third story, the physical and chemical laboratories; the kitchen, dining room, and chamber; the kindergarten room, and the art rooms.

REQUIREMENTS FOR ADMISSION

Candidates for admission to any one of the normal schools must, if young women, have attained the age of sixteen years, and if young men, the age of seventeen years. Their fitness for admission will be determined:—

- 1 By their standing in a physical examination
- 2 By their moral character
- 3 By their high school record
- 4 By a written examination
- 5 By an oral examination

PHYSICAL EXAMINATION

The State Board of Education adopted the following vote March 7, 1901:—

That the visitors of the several normal schools be authorized and directed to provide for a physical examination of candidates for admission to the normal schools, in order to determine whether they are free from any disease or infirmity which would unfit them for the office of teacher, and also to examine any student at any time in the course, to determine whether his physical condition is such as to warrant his continuance in the school.

MORAL CHARACTER

Candidates must present certificates of good moral character. In deciding whether they shall prepare themselves to become teachers, candidates should note that the vocation requires more

than mere freedom from disqualifying defects; it demands virtues of a positive sort that shall make their impress for good upon those who are taught.

HIGH SCHOOL RECORD

It may be said, in general, that if the ordinary work of a good statutory high school is well done, candidates should have no difficulty in meeting the academic tests to which they may be subjected. *They cannot be too earnestly urged, however, to avail themselves of the best high school facilities attainable in a four years' course, even though they should pursue studies to an extent not insisted on, or take studies not prescribed, in the admission requirements.*

The importance of a good record in the high school cannot be overestimated. *Principals are requested to furnish the normal schools with records of the high school standing of candidates.* The stronger the evidence of character, scholarship, and promise, of whatever kind, candidates bring, especially from schools of high reputation and from teachers of good judgment and fearless expression, the greater confidence they may have in guarding themselves against the contingencies of an examination and of satisfying the examiners as to their fitness.

ADMISSION BY CERTIFICATE

Candidates from high schools which are on the certificate list of the New England College Entrance Examination Board may be admitted to any of the State normal schools without examination in any subject required for admission in which they have attained a standing of B, or 80 per cent., as certified by the principal of the school.

Candidates from high schools not in the college certificate list may be admitted on similar conditions, if the high schools are approved for the purpose by the Board of Education.

ADMISSION BY EXAMINATION

WRITTEN EXAMINATION

The examinations will embrace papers on the following groups of subjects, a single paper with a maximum time allowance of two hours to cover each of groups I, II, and IV, and a single paper with a maximum time allowance of one hour to cover each of groups III and V (*five papers with a maximum time allowance of eight hours*): —

I *Language* — (a) English, with its grammar and literature, and (b) either Latin or French.

II *Mathematics* — (a) The elements of algebra and (b) the elements of plane geometry.

III *United States History* — The history and civil government of Massachusetts and the United States, with related geography and so much of English history as is directly contributory to a knowledge of United States history.

IV *Science* — (a) Physiology and hygiene and (b and c) any two of the following: physics, chemistry, physical geography, and botany, provided one of the two selected is either physics or chemistry.

V *Drawing and Music* — (a) Elementary, mechanical and free-hand drawing, with any one of the topics, — form, color, and arrangement, and (b) music.

ORAL EXAMINATION

Each candidate will be required to read aloud in the presence of the examiners. He will also be questioned orally either upon some of the foregoing subjects or upon other matters within his experience, in order that the examiners may gain some impression about his personal characteristics and his use of language, as well as give him an opportunity to furnish any evidences of qualification that might not otherwise become known to them.

GENERAL REQUIREMENT IN ENGLISH FOR ALL EXAMINATIONS

No candidates will be accepted whose written English is notably deficient in clear and accurate expression, spelling, punctuation, idiom, or division of paragraphs, or whose spoken English exhibits faults so serious as to make it inexpedient for the normal school to attempt their correction. The candidate's English, therefore, in all oral and written examinations will be subject to the requirements implied in the statement here made, and marked accordingly.

SPECIAL DIRECTIONS FOR THE WRITTEN EXAMINATIONS

I Languages

(a) *English* — The subjects of the examination will be the same as those generally agreed upon by the colleges and high technical schools of New England.

The list of books for study prescribed by the Commission of Colleges in New England for 1910-1911 is as follows: —

Shakespeare's *Macbeth*; Milton's *L'Allegro*; Burke's *Speech on Conciliation with America* or Washington's *Farewell Address* and Webster's *First Bunker Hill Oration*; Macaulay's *Life of Johnson* or Carlyle's *Essay on Burns*.

The purpose of the examination is to discover, (1) whether the student has acquired a good habit of study; (2) whether he has formed any standards of literary judgment; (3) whether he has become discerning of literary merit; and (4) what acquaintance he has with standard English and American writers.

The examination will take such a form that students who have followed other than the prescribed lines of reading may be able to satisfy the examiners on the above points.

II Mathematics

- (a) The elements of algebra through affected quadratic equations.
- (b) The elements of plane geometry.

While there is no formal examination in arithmetic, the impor-

tance of a practical working acquaintance with its principles and processes cannot be too strongly emphasized. The candidate's proficiency in this subject will be incidentally tested in its applications to other subjects.

In geometry, the candidate's preparatory study should include independent solutions and demonstrations, — work that shall throw him upon his own resources; and his ability to do such work will be tested in the examination. An acquaintance with typical solid forms is also important, — enough, at least, to enable the candidate to name and define them and to recognize the relations borne to them by the lines, planes, angles, and figures of plane geometry.

III *United States History*

Any school text-book on United States history will enable candidates to meet this requirement, provided they study enough of geography to illumine the history, and make themselves familiar with the grander features of government in Massachusetts and the United States. Collateral reading in United States history is strongly advised; also in English history, so far as this history bears conspicuously on that of the United States.

IV *Science*

(a) *Physiology and Hygiene* — The chief elementary facts of anatomy, the general functions of the various organs, the more obvious rules of health, and the more striking effects of alcoholic drinks, narcotics, and stimulants upon those addicted to their use.

(b and c) *Any Two of the Following Sciences, — Physics, Chemistry, Botany, Physical Geography, provided One of the Two is either Physics or Chemistry* — The chief elementary facts of the subject selected, so far as they may be presented in the courses usually devoted to them in good high schools. It will be a distinct advantage to the candidate if his preparation includes a certain amount of individual laboratory work.

A laboratory notebook, with the teacher's endorsement that it is a true record of the candidate's work, will be accepted as partial evidence of attainments in the science with which it deals. The original record should be so well kept as to make copying unnecessary.

V *Drawing and Music*

(a) *Drawing* — Mechanical and free-hand drawing, — enough to enable the candidate to draw a simple object, like a box or a pyramid or a cylinder, with plan and elevation to scale, and to make a free-hand sketch of the same in perspective. Also any one of the three topics, — form, color, and arrangement.

(b) *Music* — Such elementary facts as an instructor should know in teaching singing in the schools, including major and minor keys, simple two, three, four, and six part measures, the fractional divisions of the pulse or beat, the chromatic scale, the right use of the foregoing elements in practice, and the translation into musical notation of simple melodies or of time phrases sung or played.

IMPORTANCE OF ADEQUATE PREPARATION

Candidates should measure their duty of making adequate preparation not wholly by the subjects selected and the papers set for the admission examinations, but by the larger demands their chosen vocation is sure to make upon them. The more generous and thorough, therefore, the preparation of the candidate, the greater the likelihood of profiting by the normal school, of completing the elementary course on time, of securing employment after graduation, and of doing creditable work as a teacher.

The candidate is advised, therefore, to utilize all feasible opportunities offered by the regular high school course for promoting this breadth of preparation, and the high school should aim to hold the candidate up to the higher ideals of such preparation.

EQUIVALENTS

Reasonable allowance in equivalents will be made in case a candidate, for satisfactory reasons, has not taken a study named for examination. Successful experience in teaching will be taken into account in the determination of equivalents.

DIVISION OF THE EXAMINATIONS

Candidates may be admitted to preliminary examinations a year in advance of their final examinations, provided they offer themselves in one or more of the following groups, each group to be presented in full: I French; II Mathematics; III United States History; IV Science; V Drawing and Music.

Preliminary examinations can be taken in June only.

Every candidate for a preliminary examination must present a certificate of preparation in the group or groups chosen, or in the subjects thereof, the form of certificate to be substantially as follows: —

.....has been a pupil in the
.....School for.....years, and is, in my judgment,
prepared to pass the normal school preliminary examination in
the following group or groups of subjects and the divisions
thereof: —

.....
.....

Signature of principal or teacher,.....

Address,.....

While division of the final or complete examinations between June and September is permissible, it is important both for the normal school and for the candidate that the work laid out for the September examinations, which so closely precede the opening of the normal schools, shall be kept down to a minimum. Candidates for the final or complete examinations are earnestly advised, therefore, to present themselves in June.



TIMES OF EXAMINATION AND ADMISSION

Examinations for admission to the normal school are held at the close of the school year in June, and also at the beginning of the school year in September, as stated in the calendar. Candidates are advised to present themselves at the first examination.

New classes are admitted to the normal schools at the beginning of the fall term. Candidates should come in September prepared to stay, as regular work begins on the day following the examinations. In exceptional cases admissions to classes already formed are allowed at the beginning of the second term.

ELEMENTARY COURSES

The elementary courses of study are designed primarily for those who aim to teach in the public schools below the high school grade.

GRAMMAR-PRIMARY COURSE

It comprises substantially the following subjects:—

I The study of the educational values of the following subjects and of the principles and methods of teaching them:—

(a) English, — reading, oral and written composition, grammar, English and American literature.

(b) Mathematics, — arithmetic (bookkeeping, algebra), geometry.

(c) History, — history and civil polity of the United States and of Massachusetts.

(d) Science, — physical science, mineralogy, botany, zoology, geography, physiology and hygiene.

(e) Drawing, vocal music, physical training. Wood, metal, and paper work, basketry, weaving, stenciling, etc.; school gardening, cooking, sewing, sanitation.

II (a) The study of man, body and mind, for the principles of education; the study of the application of these principles in school organization, school government, and in the

art of teaching; the history of education; the school laws of Massachusetts.

(b) Observation and practice in the training schools.

The time required for the completion of this course depends upon the students. It may not exceed two years for those of satisfactory preparation and superior ability; for others, three years are needed to do the work properly. In many cases more than two years are insisted upon. A diploma is given when the course is satisfactorily completed.

A THIRD YEAR FOR PRACTICE AND STUDY

The board of visitors and the principal of any normal school may arrange for its students a third year of study and of practice in teaching whenever, in their judgment, such action is desirable. The object is a more complete mastery of the topics arranged for the regular two years' course, as well as further experience in teaching.

For students signifying at their admission their intention of pursuing a three years' course, it will be arranged so that elective subjects may be begun early in the course, instead of being postponed to the third year.

THE KINDERGARTEN-PRIMARY COURSE

The principles which control kindergarten instruction apply not alone to children three or four years of age but as well to the whole phase of early childhood, the period extending from two or three to seven or eight years of age. Kindergarten and primary instruction differentiate not in principle, not in general method, but in adaptation of ways and means to the tendencies and growing powers prominent at that period. The process is continuous, the objects studied vary, constructive power widens in application, the use of symbols becomes increasingly prominent. The course as planned and practised trains teachers to work in the kindergarten with due regard to succeeding years of growth of children, and in the primary



grade with due regard to previous training and later growth. For such teachers the demand far exceeds the supply.

The kindergarten-primary course omits portions of the grammar-primary course and substitutes subjects pertaining directly to early childhood and the kindergarten. It requires two years at least for completion. The greater portion of the practice teaching may be done in the primary or kindergarten grades as the student may choose.

To enable students to become highly efficient principals of kindergartens a third year of advanced kindergarten study and responsible control has been arranged. Similar facilities are afforded for study and practice in the first grade primaries.

The conditions of admission are the same as for the grammar-primary course. In addition, there should be some facility in playing the piano and singing, if the better positions are to be secured. Students pay the cost of material taken away, but this expense does not exceed ten dollars for the course.

SPECIAL COURSE FOR COLLEGE GRADUATES

Graduates of colleges and universities, who give evidence of maturity, good scholarship, and of aptness to teach, may, with the consent of the principal of the school and of the board of visitors, elect a course which may be completed in one year, and when such course is successfully completed they shall receive a certificate for the same. Candidates are admitted to this course without written examination.

SPECIAL COURSES FOR TEACHERS

Teachers of several years of successful experience in teaching, who give evidence of maturity, good scholarship, and of aptness to teach, may, with the consent of the principal and of the board of visitors, select a course (including the course in psychology and pedagogy), and when such course is successfully completed they shall receive certificates for the same. Candidates are admitted to this course without written examination.

VACATION COURSES

Teachers desirous of spending their vacations at the school are cordially invited to come at any time. Observation work, study of elected subjects, participation in regular and special courses, and preparation of teaching material are offered in all departments of the normal and training schools. There will be afforded every facility for study, the work being adapted to the wishes and capabilities of applicants in so far as the permanent needs of the school permit. During January, February, and March separate classes for vacation students are conducted in the following subjects: —

Arithmetic — The secret of making arithmetic easy. Natural steps in all arithmetical solutions. How to think, diagram, explain, and figure problems. What and how primary children learn naturally about number out of school and what to do in school. How fractions arise and grow in primary children, become organized in intermediate children, and are used in business work by grammar children. How to make percentage easy and practical. Agricultural arithmetic.

Constructional Geometry — How to use objects of all kinds in teaching form. How form underlies all number, all drawing, all construction. How to teach use of ruler, card and compasses. Easy mechanical drawing for all grades, and its connection with arithmetic and construction work.

Story Telling — How children tell and learn to tell stories before coming to school. How to continue with younger grades. How to use a book in learning to tell a story.

Reading — How children learn to talk, act, converse, dramatize before coming to school. The purposes of silent and oral reading. What is meant by the thought, sentence, action, word, and phonic methods. Importance of a definite purpose and consistent method. Prevailing defects and their prevention in the reading of grammar pupils.

Story and Letter Writing — How to secure free writing, sentence making, paragraphing, and punctuation.

Literature — Its value and place in primary grades ; in grammar grades. Methods of teaching.

Grammar — What and how children learn naturally. How analysis of sentences is easy and leads to appreciation of literature. How the study of the parts of speech can lead to correct expression.

Spelling — Written and oral, importance of each. How to secure interest, accuracy, and speed.

Plant Study — Growth of bulbs, green wood cuttings (slips), seeds, and preparation for gardening.

Geography — Relation of outdoor work to study of pictures, sand models, and maps. Continents, with special attention to ways of using text-books. Nations, with application to commercial geography.

History — Great days. Biography. Inventions. Cause and effect.

Emergency Practice — Adapted to experiences of children.

Sanitation and Temperance Instruction — What, how, and when.

Seat Work — Kinds and uses appropriate to the several primary grades.

Industrial Work — Special opportunities have been arranged for instruction and practice in the forms of work feasible in district schools.

Child Study — Phases of life and their relation to teaching.

Children's Games — Indoors and on the playground.

Lesson Plans — Value and use.

Programs — The variety and distribution of subjects taught in district schools will be thoroughly discussed and programs made.

ORDERS OF STUDIES IN THE ELEMENTARY COURSES

JUNIOR CLASS		SENIOR CLASS	
First Term	Second Term	Third Term	Fourth Term
Drawing 3	Drawing 3	Drawing 3	-
Music 4	Reading 3	Grammar 3	Reading 3
Gymnastics 2	Gymnastics 2	Gymnastics 2	Gymnastics 2
Manual training 2	Manual training 2	Cooking 2	Sewing 2
Language 1	-	Literature 3	Literature 3
Physical science 3	Physical science 4	Geography 4	Geography (half term) 5
Mineralogy, soils 2	Botany, gardening 3	Zoölogy 2	History of education, school laws (half term) 2
Physiology 3	-	History 4	Social economics (half term) 3
Sanitation 1	Arithmetic 6	-	Psychology and pedagogy 5
Geometry 4	Algebra	-	-
Penmanship	-	-	-
Child study: — 4 Individuals Groups	Observation of teaching and control. Assisting 4	School organization 1 Teaching at training school 4	School management 1 Teaching and control (half term) 10
Kindergarten course omits chemistry.	Kindergarten course omits algebra	Kindergarten course omits drawing, history and zoölogy	Kindergarten course omits geography and literature

NOTE. — Figures indicate the number of periods per week.

INDUSTRIAL COURSES

SCHOOL AND HOME GARDENING — AGRICULTURE AND HORTICULTURE — NATURE STUDY

These courses are arranged and conducted with the co-operation of the Massachusetts Agricultural College at Amherst. The agricultural college adds to the faculty of the normal school an instructor and supervisor, who gives a portion of his time to instruction and supervision at the normal school and its three training schools, and a second portion of his time to the promotion of elementary agriculture and nature study in the schools of Berkshire County, the remaining portion of his time being spent at the college.

Normal students pursuing courses requiring advanced scholarship are instructed in that portion of the work at the college. College students pursuing educational courses take the work in child study, observation and practice of teaching, methods of instruction and organization, for the most part, at the normal school.

ELEMENTARY AGRICULTURE: NATURE STUDY

This course is arranged to prepare departmental teachers of school and home gardening and nature study in grades preceding the high school.

The length of time required to complete this course depends on the scholarship and previous teaching experience of the candidate. A graduate of a first-grade high school who has had no experience in teaching requires three years usually to do the work; a graduate of a Massachusetts normal school, if without experience in teaching, requires one year. The time required by college graduates and by teachers of recognized ability is determined by individual considerations.

I Agriculture — Soils. Plant life, structures, functions, and diseases. Fertilizers, tillage, crops. Hotbeds, cold frames, and greenhouse. Farm live stock, poultry, bees. Dairy.

Horticulture — Flower and shrub gardens. Window gardens. Propagation, pruning, and cultivation. Orchards and small fruits. Forestry.

Insects and Birds — Economic importance. Control of injurious insects.

Farm Buildings and Machinery.

Sanitary Science.

(Agricultural physics and chemistry involved in preceding topics.)

Rural Social Science.

II Nature Study — Its content and relation to science, literature, and vocational work.

III Manual Training — Carpentry, cabinet work, forge work, assembling farm machinery.

Drawing — Freehand and mechanical, structural and decorative design, use of color, farm and building plans.

IV English, etc. — See page 22.

V Pedagogy — See pages 30, 31.

MANUAL TRAINING

For Departmental Instructors in Elementary Grades

I Construction — Carpentry, cabinet work; bent iron, brass and copper work, forging; paper and cardboard work; textile weaving, basketry; printing.

II Drawing — Freehand and mechanical, structural and decorative design, use of color, making and using architectural plans.

III English, etc. — See page 22.

IV Pedagogy — See pages 30, 31.

DOMESTIC ARTS

For Departmental Instructors

I Cookery — Breadstuffs, meats, fruits, vegetables; canning and preserving; frozen, fancy dishes; for the sick; marketing.

Sanitation — Water supply, plumbing, drainage, heating, lighting, ventilation, disinfection; cleaning, sweeping, dusting.

Sewing — Plain sewing, garment making, dressmaking, measuring and making patterns.

Laundering — Preparation of clothes for laundry; cleansing, drying, starching, folding, ironing; use of soaps, washing powders and other cleansing materials, removal of stains.

Emergency aid and home nursing.

II Drawing — Freehand and mechanical, structural and decorative design, use of color; study of fabrics for weaving apparel, house furnishing.

III English, etc. — See page 22.

Physiology, botany, physics, chemistry, with especial relation to the practical courses.

IV Pedagogy — See pages 30, 31.



In every industrial course, such work in English grammar, literature, and business correspondence will be required as may be necessary to ensure correct speech, good taste, and discriminating, courteous correspondence.

Arithmetic, geometry, or algebra will be required according to the needs of the industrial course and the scholarship of the student. In each course the subjects will be studied in their practical relations.

The sciences — physics, chemistry, mineralogy, botany, zoology, physiology, geography — will be required according to their respective values in the industrial courses. Each science is taught from the practical, not the theoretic, view point. Scholarship is measured by the scientific knowledge used and not by the scientific information studied.

EQUIPMENT

The four natural science laboratories are arranged in sequence, and by means of specimens and models in wall cases is displayed the progression of mineral, plant, and animal life to its development in man. Banks of drawers are provided for type collections and table drawers for working collections and tools. In the instructors' laboratories are reserve specimens, models, pictures, charts, and diagrams.

Worthy of special mention: —

The synoptic and Howell's college collection of minerals and rocks in the mineralogical and geological laboratory.

In the biological laboratories are the Deyrolle plant models, illustrating twelve of the leading families; the synoptical collection of invertebrates and vertebrates; the preparations (wet and dry) showing the habits, homes, and metamorphoses of many insects, the development of a snail, a leech, a crayfish, a horseshoe crab, a spider, a fish, a salamander, a frog, a toad, a snake, and a lizard, displaying all stages of growth, from the egg to the adult form; dissected specimens of a clam, a crayfish, a lobster, a fish, a frog, a lizard, a turtle, a dove, and a rat, displaying separately

the digestive, circulatory, and nervous systems; aquaria and cages; a series of skeletons, a human skeleton, a life-size manikin, a set of Auzoux models (eye, ear, larynx, brain, pelvis), and preserved vital organs.

In the geographical laboratories are several thousand carefully selected, mounted, and classified pictures, including photographs, engravings, half-tones, bromide enlargements, the Hölzel series of oleographs, and several hundred lantern slides. The models include the Jones eighteen-inch relief globe, Howell's (sixteen feet radius) model of the United States, and a large model of southern New England, the Harvard series of physiographic models. Slated spheres, large and small globes are provided for class and individual use. Three sand-tables, each ten feet by four feet, afford abundant opportunities for sand modelling.

The collection of maps includes two maps of Switzerland, one beautifully shaded to show reliefs and drainage, and the other to show the same physical features combined with political and industrial features; two similar maps of Alpenland; Habenicht-Sydow physical series; Johnston political series; a series of thirty world maps, showing physical, productive, and political features; coast survey charts; topographic maps and folios; a series of maps of Massachusetts, showing relief, drainage, cities, railways, counties, etc.; similar maps of Rhode Island and New Hampshire; a series of maps for study of map symbols; pamphlets, railway folders, magazines, etc., for commercial geography.

The gardens contain a little more than three acres, and are devoted to school gardening, agriculture, and horticulture. The greenhouse measures 25 by 36 feet.

The domestic science department includes a kitchen, dining room, chamber, and sewing room in the school building and all the appointments in the dormitory.

The manual training department includes wood and metal working rooms; a room furnished with ordinary school desks and tables for working with paper, cardboard, reed, raffia, and clay; a printing room.

The laboratories for physical science, mineralogy, and biology

are equipped with modern improvements, and with apparatus for individual experimentation.

The mathematical department is supplied with collections of conventional and commercial objects for individual use and class observation in the study of geometry, arithmetic, and algebra in their appropriate development through all grades, including those of the high school.

The historical and literary departments are supplied with several hundred classified pictures and numerous charts.

The art departments are equipped with adjustable tables, models, type and ornamental forms, pictures, drawings, casts, and textiles illustrative of the phases of modern art teaching.

The library has been selected with especial reference to the needs of teachers. Department libraries are proportionately represented. Magazines and pamphlets for general culture and departmental study are numerous. The pamphlet division already includes several thousand copies.

An electric projection lantern and numerous slides have been provided. The lantern can be used in several different rooms, and supplements the work in the various sciences, in literature, and in art.

The gymnasium is located in the dormitory and is well equipped with apparatus, shower baths, and lockers. Lawn areas are very ample for out-door games, for which much material is supplied.

DESIGN OF THE NORMAL SCHOOL

"The design of the normal school is strictly professional; that is, to prepare in the best possible manner the pupils for the work of organizing, governing, and teaching the public schools of the Commonwealth" (Board of Education, May 6, 1880).

The work of each department is to secure these ends:—

Students—The leading motive and continuous effort are to change the student's point of view from that of the pupil to

that of the teacher, to inspire him with the spirit of the true teacher, to train him to the noblest ideals and best habits of personality, thinking, teaching and social service.

Children — The student is placed from the beginning of his course in immediate and close contact with children, that through them there may be revealed to him such appreciation of individual children and understanding of child life in general as will impress upon his mind the necessity of their interests being his chief concern. That schools should be organized to satisfy the needs of children, that school management is the process of securing self-control by the children, that children should be taught, rather than subjects, are truths which are presented as of fundamental importance.

Subjects — The thought of the student is carefully directed to the subjects of a public school course. Each subject is organized for instruction by deriving the content from the social experiences of the children and arranging it to follow their growing abilities, not the arbitrary order of a text-book. The appropriate sources of knowledge are found, the prominent processes of acquisition are emphasized, and corresponding forms of expression exemplified. The vocational and cultural values of each subject are discussed. Stress is laid upon accuracy of knowledge and the use of each subject as a *means* and not an end in education. Natural and helpful correlations of subjects are made, and the place of each in a course of study indicated.

Teaching — The process of learning is distinguished from the process of teaching, the student being led to perceive most definitely that in learning the pupil concentrates his thought upon the object, that in teaching the teacher concentrates his thought upon the student's mental process of learning. Students are led to discover by personal observation that the teaching process consists of two parts, namely, preparatory thought (*i.e.*, lesson planning) and consequent instruction (*i.e.*, teaching). Lesson plans are derived by the students from the study of children in their free work and play, from observed teaching



and the study of typical plans, and are found to include consideration of (1) aims, that is, needs of the children to be satisfied; (2) right mental activity of the child; (3) appropriate sources of knowledge and interest. Lesson teaching is perceived to be (1) skillful use of sources of knowledge and interest, (2) which use stimulates right activity in each child, (3) and enables him to satisfy his needs. Students, by practice in writing lesson plans and in teaching children in accordance with the plans, become certain that intimate knowledge of children and thorough lesson planning are, together with the personality of the teacher, the vital conditions for successful teaching; that lesson plans may free the teacher of the burden of the subject, and enable him to attend discreetly and heartily to the needs and interests of the children. Similarly, the place and purpose of recitations, drills, examinations, and criticism are brought before the pupils for consideration and judgment.

Organization — The principles underlying the organization of a school are arrived at by the students by direct study of the training schools and other schools they have experienced, by consideration of children's needs as individuals and as members of society, and by use of the experience of teachers and other educational authorities.

Government — Students are led, by review of their own experiences in conforming, obeying, and controlling, by the testimony of others, by their knowledge of children, by their efforts in the training school, and by their study of psychology, to understand the relations between knowing, feeling, and doing, to value and use the instinctive reactions, and to attempt to form habits in themselves and children of right self-activity for the sake of self-development and service to others.

The school laws of the State receive due and appropriate study, in connection with the consideration of organization, government, and the history of education.

PSYCHOLOGY AND PEDAGOGY

The principles of psychology and pedagogy are apprehended and appreciated because of their guidance of thought processes, their productiveness of interest and certainty, their exposition of social practices, and their determination of method.

The study of children is continuous throughout the whole course. Individual children at work and at play are carefully observed to ascertain individual physical, mental, and moral aptitudes and defects, in order that each child's needs may be satisfied. Groups of children — the healthy and the sick, the able and the weak, the bright and the dull, the tidy and the slovenly, the leaders and the followers, the good and the bad, etc. — are found, their relative numbers and importance estimated, and the reasons for these conditions investigated, that justice may be done to all. Based on these and similar observations made elsewhere are the students' conclusions as to native reactions, behavior, self-control, and tact.

In their study of individual subjects of the course, students are taught to recognize the natural order of the subject, the elementary processes of acquisition, the emotions aroused, the importance of interest, and the volitions resulting. The sources of knowledge, the stimuli of interest, the mental processes appropriate to the several subjects, and the especial importance of motor activities, are learned as individual facts.

In the observation and practice of teaching, the effects of the teacher's knowledge of children, of the subject, of the fitness of mental process, of the influence of tact, and of the teacher's possession of right habits are discerned.

During the last term of the course, the systematic study of man as an educable being is based upon the child study, the analysis of subjects, and the observation and practice of teaching previously described. The purpose of this course is to organize into attitude and habit, as thoroughly as possible, the following propositions: —

The present characteristics of body and mind in men are evolutionary products.

• Every child is the result of countless generations of developmental changes both in body and mind.

Growth includes fundamentally the repetition by body and mind of the essential features of race progress. The phases of life—infancy, early childhood, later childhood, adolescence, adult life, and old age—are racial metamorphic periods, necessarily with distinctive characteristics.

The reflexes, instincts, and forms of consciousness of childhood are noticeably hereditary habits or tendencies, and are relatively stable.

Individuality is partly inherited, partly acquired.

Environment includes the inherited and acquired characteristics of one's own body and mind, as well as the physical surroundings of outer life.

Education is possible and necessary because a child is born with relatively few organized habits.

Education is under the immediate control of others for nearly one-third of life because of the ever-increasing variety and complication of experiences necessary to obtain higher success in living.

Education never ceases, and should be intelligently adapted to the characteristic needs of each phase of life.

Life is development. The work of life is production, objective and subjective. Education is promotion of the development which is both natural and possible at the time. The process of education is production. The test of education is personal efficiency in social service.

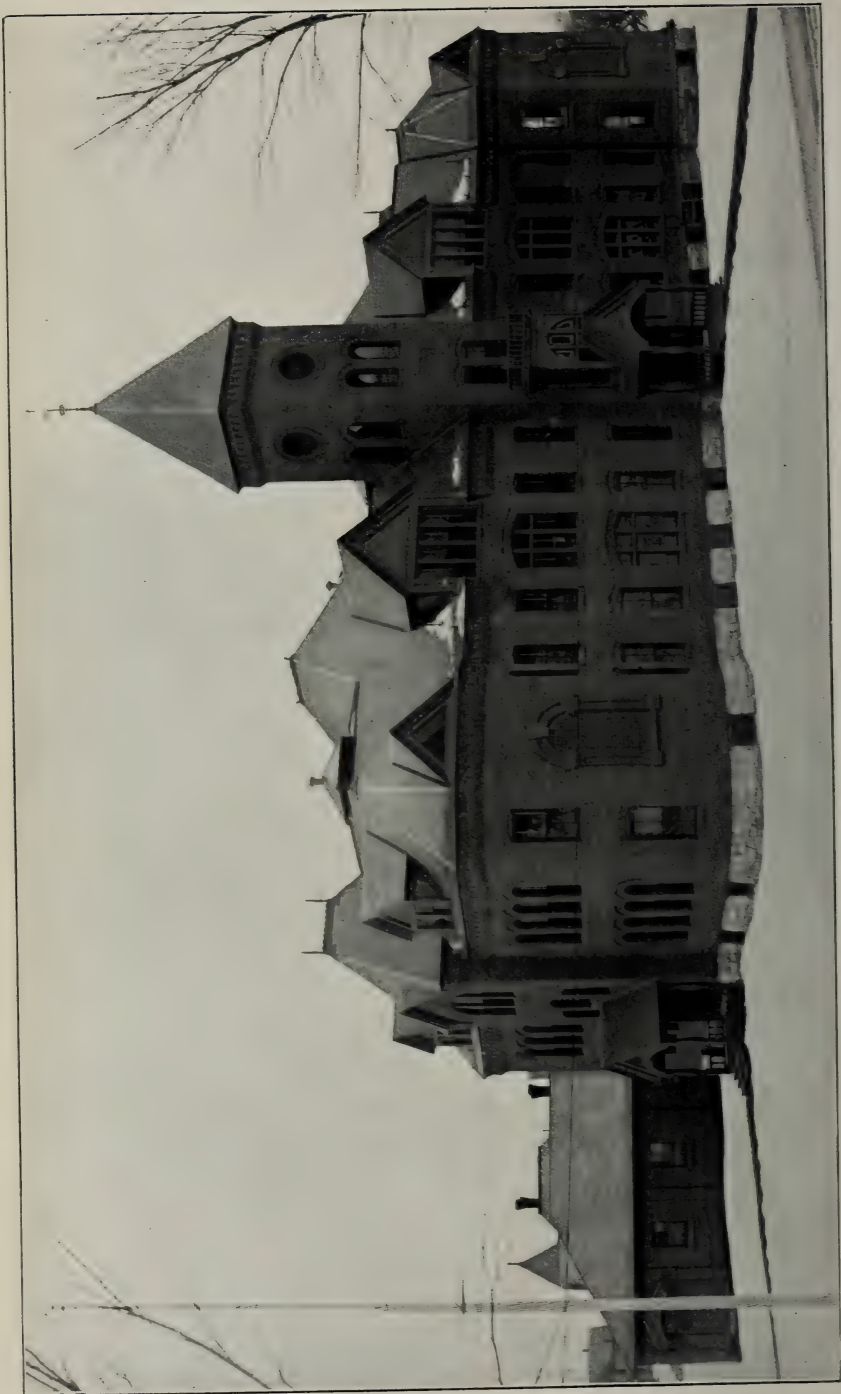
Professional preparation for teaching is coming into conscious intelligence, and correct habits of directing the inherited tendencies and habits of the learner, under the influences of improving environment, into the acquirement of ever-increasing power of truth, beauty, goodness, and productiveness, expressed in social service.

In all courses, in all subjects, professional instruction empha-

sizes the training of learners into productiveness in social service, whereby individual attainment is realized. No knowledge, no information, no motor effort is approved unless it arises distinctly from and reacts definitely for social welfare.

In industrial courses professional instruction should emphasize: —

- 1 Industrial work, as vocational as possible, by the student
- 2 Observation of children at work and at play, industrial and textual
- 3 Practice teaching of industrial work in the shop, field, and schoolroom
- 4 The study of natural interest in handwork, of the necessity of learning by experience, and of the relation of experience to information
- 5 The kind and amount of actual vocational work, the visitation of mills, farms, shops, stores, hotels, banks, etc.
- 6 The union of craft and art, "shop mathematics," drawing as the "shop language," the value of constructive thought to the use of English, the place and use of science
- 7 The cultivation of ingenuity and economy; the assembling and repair of a wide variety of objects
- 8 Construction by division of labor, as in shops
- 9 Extension of industrial work into the homes and to vacation employment
- 10 The formation of courses in industrial work, — aims, practical work (required, optional, original); basis of selection and arrangement; materials and their peculiar values; knowledge gained directly (practical and social); information; value to the individual and to society in making "equal opportunities for all" and in increasing public and personal welfare.



MARK HOPKINS SCHOOL

GYMNASIUM

TRAINING SCHOOLS

MARK HOPKINS SCHOOL, NORTH ADAMS

On a lot adjacent to the normal school lot is a brick building, containing twenty class rooms, an assembly hall, two large basements, playrooms, a woodworking room for the kindergarten and primary grades, the motor and boiler rooms. In an annex is the gymnasium, forty by seventy-two feet, supplied with apparatus sufficient for the accommodation of classes of forty pupils each. All grades are represented, beginning with the kindergarten and extending through nine years of primary and grammar work to the high school. There are eighteen rooms, and in each room is a regular teacher in charge of a class not exceeding forty pupils. The principal is free for the direct observation and instruction of the normal students.

BRIGGSVILLE SCHOOL, CLARKSBURG

This training school is located in a typical mill village about three miles from the normal school, and is reached easily by electric cars. The building is modern, roomy, and heated by furnaces. The grounds are scanty. Each of the two rooms contains forty pupils, classed in four grades. The educational problems are distinctly those of a country mill village.

BROAD BROOK SCHOOL, WILLIAMSTOWN

The Broad Brook school is located in a farming district and is definitely a rural school, with the usual social problems pertaining thereto. The building is without modern conveniences, but the yard is roomy and the views magnificent. In each of the two rooms is a school of thirty-five pupils, classed in three grades, the oldest being the sixth. The school is about five miles from the normal school, and is reached by electric cars.

These three and very different training schools afford unusual opportunities for the study of children and the practice of teaching. Students begin their work in this department im-

mediately upon their entrance into the normal school, and continue it regularly throughout the course. The rapidity of progress through the various stages of the training school work depends on the ability and previous experience of the student. Definite oral instruction and printed schedules guide the observation of children individually, in groups, in classes, and the observation of teaching and control. In general the order of work is as follows:—

First Year — First term: observation of individual children and of groups begun. Second term: observation of the class for prevailing and peculiar qualities; observation of teaching and control emphasized.

Second Year — Third term: study of school organization and management, and assisting in teaching and management. Fourth term: practice in teaching, the amount of responsibility conferred depending on the ability of the student.

Third Year — Responsible charge of classes, elective work. Students who have taught successfully before entering are given opportunities for responsible practice in teaching and disciplining as early in the course as their abilities warrant.

Close and appropriate supervision and instruction are given students by regular teachers in all the grades and by the principals of the various departments.

TACONIC HALL

The material of the dormitory is yellow brick and white marble, thus carrying out the color scheme. The building is 156 feet long and 100 feet wide, the courtyard being about 58x70 feet. On account of the slope of the land the basement floor is at grade with the courtyard, thus securing dry and light living rooms and making the wings as seen from the courtyard three stories high. The balcony over the east porch is available for persons living on the third floor, and the two west balconies accommodate those living on the first and second floors. Two guest rooms are provided for parents and friends.



MUSIC

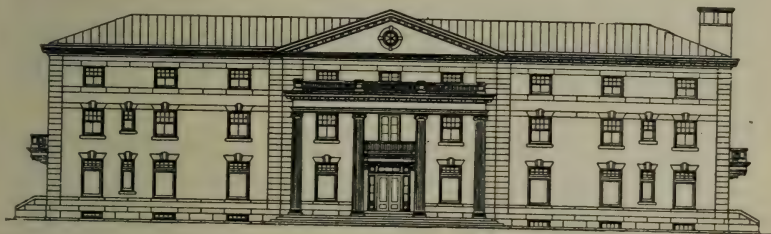
READING

RECEPTION

ASSEMBLY HALL



Two hospital rooms, with suitable furniture and intervening bath room, are on the third floor. The building is heated by steam and lighted by electricity. A subway connects the dormi-



EAST-ELEVATION.

tory and the school building, affording easy access to the gymnasium and protection during inclement weather.

Unusual facilities are provided for cultivating a homelike and beautiful social life. The rooms of the first floor afford opportunities for all forms of mental enjoyment, and the gymnasium in the basement is convenient for daily evening physical play.

Two students occupy one room. Each room is supplied with chairs, study-table, book-case, bureau, commode, screen, two couches (three feet wide), mattresses, pillows, coverlets, and rugs. Each boarder brings bedding, towels, napkins, napkin ring, and two clothes bags.

All articles sent to the laundry must be distinctly and indelibly marked with the owner's name. *Initials will not answer.* Trunks also must be marked so as to be easily identified.

Rooms are assigned to entering students according to priority of application, preference being given to residents of Massachusetts.

EXPENSES

TUITION is free to all residents of Massachusetts. "Each pupil from another state than Massachusetts attending a normal school supported by this state shall pay to the principal

of the school attended, at the beginning of each half-year session, the sum of twenty-five dollars for the use of the school."

TEXT-BOOKS and supplies are free, as in the public schools.

STATE AID, not exceeding one dollar and one-half per week, may be granted to deserving persons after they have been in attendance for at least one term, provided they are residents of Massachusetts, and do not live in towns where the normal schools are situated.

BOARD — The regulations of the Board of Education require that the boarders shall pay the current expenses, which include table board, heating, lighting, laundry, and service. The price of board in each of the boarding halls connected with the normal schools of the State is \$160 for the school year, payable in advance, in four payments, one every ten weeks, beginning with the opening of school in September.

The object of this payment in advance is to secure the purchase of supplies at wholesale cash prices, thereby lessening the cost of supplies and saving to each boarder much more than the interest of the money advanced.

Under these rates boarders are allowed to remain at the hall during the Thanksgiving recess without extra charge. Students whose homes are at a distance may, on permission of the principal, remain at the hall during other vacations, except the long one in the summer, on payment of the additional sums for such vacations. The hall is closed during the summer.

When pupils leave the school before the expiration of a term, money paid in advance will be refunded pro rata. No deduction is made for absence from the hall of less than one week.

If there are vacant rooms, those who wish to room alone may do so, on payment of the additional charge of seventy-five cents per week.

EMPLOYMENT — Capable and reliable students can reduce their expenses by assisting in the household work, for example, by waiting on table, washing silver and glass, etc. Efficiency, need, and priority of application control the appointments. The amounts thus earned vary from \$0.75 to \$1.50 per week.

VACATION STUDENTS — To vacation students living two in a room, and furnishing their own bed-clothing, towels and napkins, the cost is \$4.25 per week, including laundry. To students not furnishing their own bed-clothing, towels and napkins, the cost is \$4.50 per week, including laundry. Tuition free. Text-books are loaned to students. The cost for stationery and industrial material is small.

STUDENTS

Seniors

Leila Stone Bardwell	Bardwell's Ferry
Anna Mary Berndt	Lenox
Blanche May Beverly	Williamstown
Delia Anne Boland	North Adams
Bertha Alice Bowman	Montpelier, Vt.
Leila Emeline Broughton	South Portland, Me.
Susie Mabelle Brown	North Adams
Ethel Brownell	North Adams
Ellen Christina Burrington	Pownal, Vt.
Edith Evelyn Butler	Pittsfield
Ethel Thornton Cheney	Williamstown
Martha Irene Clark	Pittsfield
Katherine Elizabeth Coughlin	North Adams
Georgia Plummer Devine	Pittsfield
Mary Elizabeth Donica	North Adams
Agnes Lilian Dowd	Pittsfield
Frances Angela Durnin	North Adams
Eva May Fish	Pittsfield
Delia Agatha Fleming	Middlefield
Julia Clarke Ford	South Deerfield
Marion Louise Ford	Ashfield
Clara Ethel Gibbs	Williamstown
Irene Anna Gillern	Northampton
Nora Euphemia Gordon	Williamstown
Hannah Agnes Gorey	South Deerfield
Helen Louise Haddow	North Adams
Carolyn Sibley Hartshorn	North Adams
Florence Winifred Hughes	Williamstown
Charlotte Donald Kennedy	Pittsfield
Margaret Louise Kinsella	Stockbridge
Anna Leonilda Leary	Holyoke
Ora Inez Lees	North Adams
Mary Frances MacCarthy	North Adams
Ellen Agnes Mackey	Lenox
Genevieve Carolyn Mahoney	North Adams
Aurelia Marguerite McDonald	Lanesborough
Julia Elizabeth McDonnell	Adams
Rose Agnes McGovern	Stockbridge

Georgiana Catherine Mills	North Adams
Ethel Mary Mooney	Adams
Mary Gabriella Moriarty	Holyoke
Emogene Mullins	Baldwinville
Ora Jane Myers	North Adams
Eva Lilian Peck	Rowe
Mabel Grace Post	North Adams
Mary Agnes Powers	Lenox
Ruth Lydia Purrington	Colrain
Mabel Cecelia Rayno	Pittsfield
Etta Rosenberg	North Adams
Mary Ethel Silverman	North Adams
Elizabeth Terry Smith	Pittsfield
Ruth Abbie Spencer	Pittsfield
Laura Wilma Stevens	Lee
Sara May Thatcher	Florida
Marietta Katherine Weaver	Mount Washington
Cecilia Margaret Whalen	Northampton
Dora Frances Willis	Ashfield
Martha Mae Wilson	Greenfield

KINDERGARTEN-PRIMARY COURSE

Olive Bessie Barber	Pownal, Vt.
Flora Belle Potter	North Adams
Eleanor Marion Smith	Alford
Bertha Weaver Woodhead	North Adams

Juniors

Bessie Meacham Allsop	Williamstown
Mary Ruth Brown	Williamstown
Mary Ellen Burke	Adams
Mary Gertrude Burns	Pittsfield
Olive Christine Burt	Easthampton
May Louise Cassidy	Sheffield
Bridgie Anna Cody	Middlefield
Helen Rose Connor	Holyoke
Mary Marguerite Cook	Sheffield
Helen Gertrude Cunningham	Sandy Hill, N. Y.
Mildred Sara Davenport	Colrain
Jeannie Hutchinson Dollar	Lee
Anna Dorothy Donovan	North Adams
Elizabeth Fannie Eno	Bristol
Agnes Fallon	Williamstown
Mary Antoinette Foster	Stamford, Vt.
Lucy Alden Gray	Ashfield

Bertha Esther Greene	North Adams
Bertha Rose Hackebell	Washington
Sarah McAloon Harkins	Quincy
Ella Rebecca Healey	Southampton
Catherine Frances Healy	North Adams
Julia Cecelia Heery	Shelburne Falls
Margaret Hull	Lee
Mildred Belle Jenks	Cheshire
Rose Marie Johnson	Holyoke
Helen Kathrina Judd	Southampton
Mary Grace Knap	Pittsburg, Penn.
Rose Cyrille Lynes	Holyoke
May Madeline Mackey	Lenox
Alice Teresa Mahanna	Lenox
Gertrude Elizabeth Maher	North Adams
Margaret Grace Maloney	Northampton
Mary Idabel March	Shelburne Falls
Ethel Pauline McAdoo	North Adams
Margery Agnes McGowan	Chester
Mary Agnes Mc Nerney	South Deerfield
Catherine Deeley Meagher	Lenox
Agnes Clara Murphy	North Adams
Nelly Loretta Murphy	North Adams
Bertha May O'Neill	Granby
Florence Margaret Potter	Bennington, Vt.
Grace Mary Powers	Whately
Laura Abigail Pratt	Pownal, Vt.
Rebecca Rosenberg	North Adams
Anna Belle Senter	Chester
Kathryn Loyola Shanahan	North Adams
Agnes Mary Shea	North Adams
Ruth Lyman Tower	Becket
Rose Elizabeth Trainor	Worcester
Alice Marie Troy	West Stockbridge
Johannah Frances Tumpane	Adams
Edna Louise Webster	Stockbridge
Margaret Louise White	Greenfield
Clara Skinner Woodbury	Southampton
Jeannette Woodbury	North Adams

KINDERGARTEN — PRIMARY COURSE

Kathryn Marie Donovan	Cheshire
Helen Lucetta Kay	Adams
Martha Susan Parkhurst	North Adams
Louise Wingate	North Adams

DOMESTIC ARTS COURSE

Rachel Hawks	Deerfield
Alice Belle Knowlton	Shelburne Falls
Agnes Conant Merriam	Glendale, Ariz.
Millury Jennie Shaw	East Windsor
Clover Jennie Smith	Petersham

Special Course

Lena Augusta Barnes	West Stockbridge
Eleanor Billings Clark, Smith '06	Oakham

Vacation Students

Gertrude Bicknell	Charlemont
Eloise Huntington Boorn	Adams
Della May Clark	Halifax, Vt.
Belle Mary Cleveland	North Adams
May Doherty	Hinsdale
Alice Newton Durivage	Isle La Motte, Vt.
Dora Margaret Harwood	North Adams
Bertha Ann Hazleton	Dummerston, Vt.
Leona May Hilton	Adams
Bertha Mabelle Howland	Greenfield
Lila Fairfield Krogman	Bennington, Vt.
Kathleen Marsh	Dudley
Katherine Schneider	Sheffield
Elva Mandana Stafford	North Adams
Grace Ellen Thayer	Belchertown

Summary

Grammar-primary course	114
Senior	58
Junior	56
Kindergarten-primary course	8
Senior	4
Junior	4
Domestic arts course	5
College course	1
Special course	1
Vacation course	15

Certificate Required for Admission to a Preliminary Examination.

_____ 1910.

_____ has been a pupil in the
_____ School for three years, and is, in my
judgment, prepared to pass the normal school preliminary examination in
the following group, or groups, of subjects and the divisions thereof: —

Group II. _____ Group IV. _____

Group III. _____ Group V. _____

Signature of principal or teacher, _____

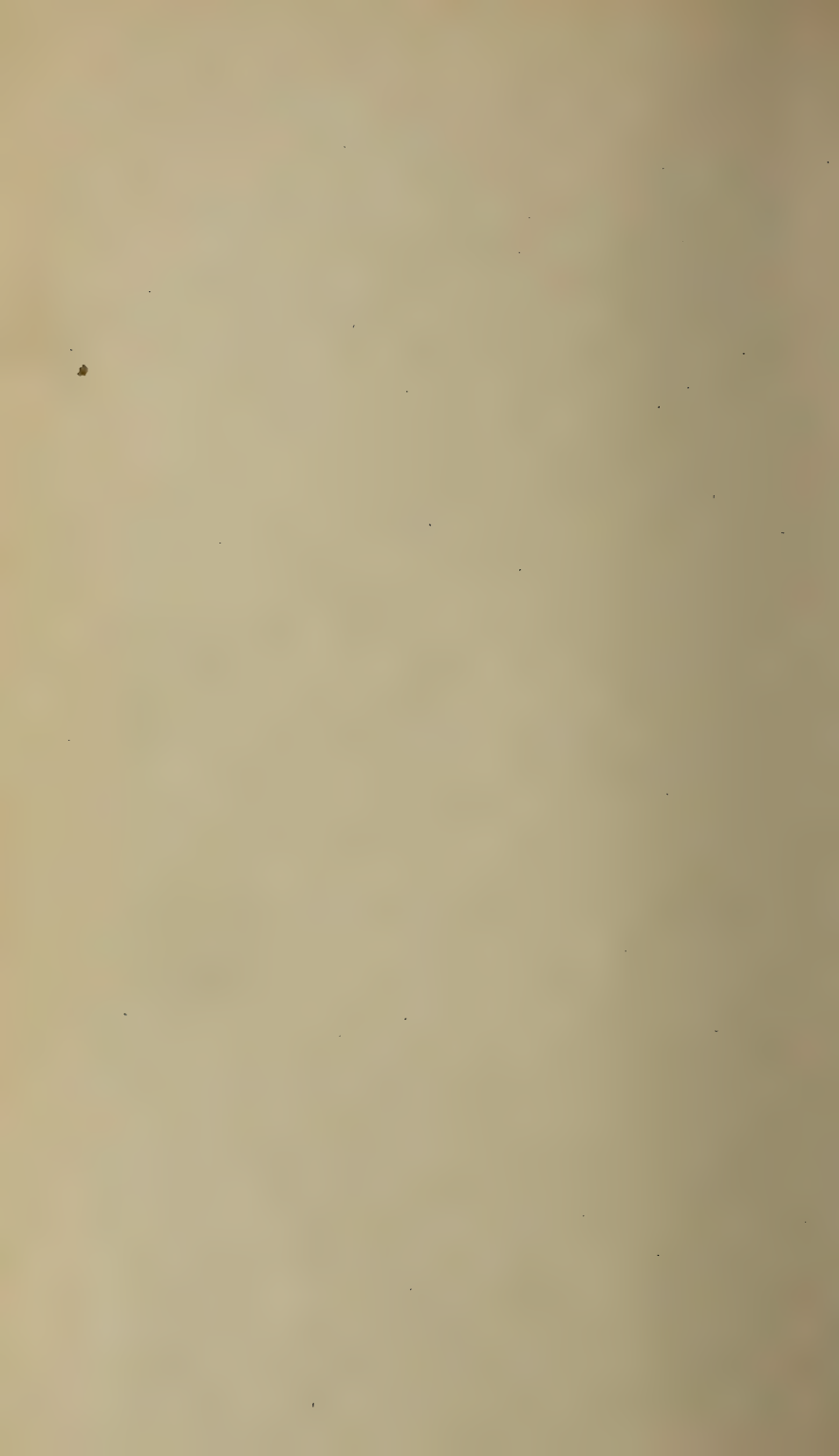
Address, _____

Certificate of Graduation and Good Character.

THIS IS TO CERTIFY THAT M _____
is a regular graduate of a four years' course of the _____
_____ High School, and that, to the best of my knowledge
and belief, _____ he is a person of good moral character.

_____ *Principal.*

_____ 1910.



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NORTH ADAMS NORMAL SCHOOL

LIBRARY
OF THE
UNIVERSITY OF ILLINOIS.



CATALOG AND CIRCULAR

NINETEEN HUNDRED AND ELEVEN

1877

1878



Straight mine eye hath caught new pleasures
Whilst the landscape round it measures:
Russet lawns and fallows grey,
Where the nibbling flocks do stray;
Mountains on whose barren breast
The labouring clouds do often rest;
Meadows trim with daisies pied,
Shallow brooks and rivers wide;
Flowers and battlements it sees
Bosomed high in tufted trees,—
Where perhaps some beauty lies,
The cynosure of neighbouring eyes.

MILTON.

The thunder and lightning, storm and cloud, as well as the soft beauty of colour, and the harmony of mountain outline, have been a part, and a very important part, of their training. * * On these heights such men seemed to have gained something of the strength of Him who dwells in the heavens far above their highest peaks,—“the strength of the hills,” which, as the Hebrew poet says, “is His also.”

HUTCHINSON, in *The Story of the Hills*.

STATE NORMAL SCHOOL

AT

LIBRARY
OF THE
UNIVERSITY OF CALIFORNIA

NORTH ADAMS, MASS.

Established June, 1894

CIRCULAR AND CATALOG

For Year ending June 30, 1911



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1911

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THE STATE BOARD OF PUBLICATION.

The Commonwealth of Massachusetts

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Established 1837

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DONNA D. COUCH,	School Organization
HELEN VAN A. SCHUYLER,	Domestic Arts
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PRISCILLA ALDEN,	Drawing, Handicraft

Mark Hopkins Training School

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DONNA D. COUCH,	Principal
AMALIE KNOBEL,	Ninth grade
BERTHA A. BOWMAN, ¹	Ninth grade
ROSE G. O'NEILL,	Eighth grade
FLORENCE W. RAGUSE,	Eighth grade
EMILY D. STACY,	Seventh grade
E. IDELLA HASKINS,	Sixth grade
MARGARET M. MCCORMACK, ¹	Sixth grade
MARGARET R. GALLON,	Fifth grade
GEORGIA P. DEVINE, ¹	Fifth grade
FREELOVE CLARKE,	Fourth grade
AGNES E. WALKER,	Fourth grade
SUSAN G. LOMBARD,	Third grade
GENEVIEVE M. CHAPIN, ¹	Third grade
EMMA H. TINGUE,	Second grade
EDITH A. ROOT,	Second grade
ELVA L. BROWNSON,	First grade
MAE E. MCGOWAN,	First grade

INSTRUCTORS IN THE KINDERGARTEN DEPARTMENT

ELIZA GRAEME GRAVES,	Principal
HARRIET L. STROUD,	Assistant

Briggsville Rural Training School

ADDIE M. AYER,	Principal, Grammar Department
NELLA H. COLE,	Assistant, Primary Department

Broad Brook Rural Training School

ETHEL H. NASH,	Principal, Grammar Department
ANNA R. CAMPBELL, ¹	Assistant, Primary Department

¹ These teachers do not have charge of practice teaching.

CALENDAR

1911

Graduation

Tuesday, June 20, 10 A.M.

Entrance Examinations

Thursday and Friday, June 22 and 23, at 9 A.M.

Tuesday and Wednesday, September 5 and 6, at 9 A.M.

School Year Begins

Training Schools, Tuesday, September 5

Normal School, Thursday, September 7

Thanksgiving Recess

Normal School, Tuesday night, November 28 to Monday night, December 4

Training Schools, Wednesday noon, November 29 to Sunday night, December 3

Christmas Recess

Normal School, Wednesday night, December 20 to Monday night, January 1

Training Schools, Friday night, December 15 to Sunday night, December 31

1912

Spring Recess

Normal School, Friday night, March 29 to Monday night, April 8

Training Schools, Friday night, March 29 to Sunday night, April 7

Graduation

Tuesday, June 18, 10 A.M.

Entrance Examinations

Thursday and Friday, June 20 and 21, at 9 A.M.

Tuesday and Wednesday, September 10 and 11, at 9 A.M.

Sessions are from 9 A.M. to 12 M., and 1.30 P.M. to 4 P.M. Saturday sessions are omitted.

Entrance examinations on the dates given above begin at 9 o'clock A.M., in the assembly hall. Candidates are to be present at the opening and on both days. They should come prepared to stay in September, as the term begins on the following day.



STATE NORMAL SCHOOL

AT NORTH ADAMS, MASS.

LOCATION

North Adams is distinctly picturesque. The elevations that surround the city are among the most attractive of the Berkshire Hills. On the north side are rounded domes of the Green Mountains, on the east the abrupt wall of Hoosac Mountain overhangs the city, while on the south-west border rise the outlines of massive Greylock, the highest peak in Massachusetts.

On the westerly slope of an eminence rising several hundred feet above the river are situated the school buildings. Of the many beautiful locations in Berkshire County, the one chosen is remarkably fine. The city of North Adams was both wise and generous in its gift of a location.

The city is easily reached from the east and west by the Fitchburg Railroad, from the south by the Boston & Albany road. Electric cars connect the city with Williamstown and other towns to the west, with Adams and other towns southward through Berkshire County.

BUILDINGS

The school building, the dormitory, and the principal's house in exterior are of yellow brick and white marble, with metal roofs. The school building, in Italian style, is one hundred and fifty-two feet long, eighty-four feet deep, and three stories and basement in height. It is of slow-burning construction, the floor timbering and roof being carried with steel beams and trusses. The arrangement of stairways, which are iron, gives easy and safe egress.

In the basement are the boiler, engine, fuel, heating, and repair rooms, rooms for manual training, and a photographic dark room; in the first story, printing room, lunch, cloak, coat, and toilet rooms, and four natural science laboratories; in the second story, the assembly hall, office, libraries, and class rooms for language, mathematics and music; and in the third story, the physical and chemical laboratories; the kitchen, dining room, and chamber; the kindergarten room, and the art rooms.

REQUIREMENTS FOR ADMISSION

Candidates for admission to any one of the normal schools must, if young women, have attained the age of sixteen years, and if young men, the age of seventeen years. Their fitness for admission will be determined:—

- 1 By their standing in a physical examination
- 2 By their moral character
- 3 By their high school record
- 4 By a written examination
- 5 By an oral examination

PHYSICAL EXAMINATION

The State Board of Education adopted the following vote March 7, 1901:—

That the visitors of the several normal schools be authorized and directed to provide for a physical examination of candidates for admission to the normal schools, in order to determine whether they are free from any disease or infirmity which would unfit them for the office of teacher, and also to examine any student at any time in the course, to determine whether his physical condition is such as to warrant his continuance in the school.

MORAL CHARACTER

Candidates must present certificates of good moral character. In deciding whether they shall prepare themselves to become teachers, candidates should note that the vocation requires more

than mere freedom from disqualifying defects; it demands virtues of a positive sort that shall make their impress for good upon those who are taught.

HIGH SCHOOL RECORD

It may be said, in general, that if the ordinary work of a good statutory high school is well done, candidates should have no difficulty in meeting the academic tests to which they may be subjected. *They cannot be too earnestly urged, however, to avail themselves of the best high school facilities attainable in a four years' course, even though they should pursue studies to an extent not insisted on, or take studies not prescribed, in the admission requirements.*

The importance of a good record in the high school cannot be overestimated. *Principals are requested to furnish the normal schools with records of the high school standing of candidates.* The stronger the evidence of character, scholarship, and promise, of whatever kind, candidates bring, especially from schools of high reputation and from teachers of good judgment and fearless expression, the greater confidence they may have in guarding themselves against the contingencies of an examination and of satisfying the examiners as to their fitness.

ADMISSION BY CERTIFICATE

Candidates from high schools which are on the certificate list of the New England College Entrance Examination Board may be admitted to any of the State normal schools without examination in any subject required for admission in which they have attained a standing of B, or 80 per cent., as certified by the principal of the school.

Candidates from high schools not in the college certificate list may be admitted on similar conditions, if the high schools are approved for the purpose by the Board of Education.

ADMISSION BY EXAMINATION

WRITTEN EXAMINATION

The examinations will embrace papers on the following groups of subjects, a single paper with a maximum time allowance of two hours to cover each of groups I, II, and IV, and a single paper with a maximum time allowance of one hour to cover each of groups III and V (*five papers with a maximum time allowance of eight hours*):—

I *Language* — (a) English, with its grammar and literature, and (b) either Latin or French.

II *Mathematics* — (a) The elements of algebra and (b) the elements of plane geometry.

III *United States History* — The history and civil government of Massachusetts and the United States, with related geography and so much of English history as is directly contributory to a knowledge of United States history.

IV *Science* — (a) Physiology and hygiene and (b and c) any two of the following: physics, chemistry, physical geography, and botany, provided one of the two selected is either physics or chemistry.

V *Drawing and Music* — (a) Elementary, mechanical and free-hand drawing, with any one of the topics, — form, color, and arrangement, and (b) music.

ORAL EXAMINATION

Each candidate will be required to read aloud in the presence of the examiners. He will also be questioned orally either upon some of the foregoing subjects or upon other matters within his experience, in order that the examiners may gain some impression about his personal characteristics and his use of language, as well as give him an opportunity to furnish any evidences of qualification that might not otherwise become known to them.

GENERAL REQUIREMENT IN ENGLISH FOR ALL EXAMINATIONS

No candidates will be accepted whose written English is notably deficient in clear and accurate expression, spelling, punctuation, idiom, or division of paragraphs, or whose spoken English exhibits faults so serious as to make it inexpedient for the normal school to attempt their correction. The candidate's English, therefore, in all oral and written examinations will be subject to the requirements implied in the statement here made, and marked accordingly.

SPECIAL DIRECTIONS FOR THE WRITTEN EXAMINATIONS

I Languages

(a) *English* — The subjects of the examination will be the same as those generally agreed upon by the colleges and high technical schools of New England.

The list of books for study prescribed by the Commission of Colleges in New England for 1910-1911 is as follows: —

Shakespeare's *Macbeth*; Milton's *L'Allegro*; Burke's *Speech on Conciliation with America* or *Washington's Farewell Address* and Webster's *First Bunker Hill Oration*; Macaulay's *Life of Johnson* or Carlyle's *Essay on Burns*.

The purpose of the examination is to discover, (1) whether the student has acquired a good habit of study; (2) whether he has formed any standards of literary judgment; (3) whether he has become discerning of literary merit; and (4) what acquaintance he has with standard English and American writers.

The examination will take such a form that students who have followed other than the prescribed lines of reading may be able to satisfy the examiners on the above points.

II Mathematics

(a) The elements of algebra through affected quadratic equations.

(b) The elements of plane geometry.

While there is no formal examination in arithmetic, the importance of a practical working acquaintance with its principles and

processes cannot be too strongly emphasized. The candidate's proficiency in this subject will be incidentally tested in its applications to other subjects.

In geometry, the candidate's preparatory study should include independent solutions and demonstrations, — work that shall throw him upon his own resources; and his ability to do such work will be tested in the examination. An acquaintance with typical solid forms is also important, — enough, at least, to enable the candidate to name and define them and to recognize the relations borne to them by the lines, planes, angles, and figures of plane geometry.

III *United States History*

Any school text-book on United States history will enable candidates to meet this requirement, provided they study enough of geography to illumine the history, and make themselves familiar with the grander features of government in Massachusetts and the United States. Collateral reading in United States history is strongly advised; also in English history, so far as this history bears conspicuously on that of the United States.

IV *Science*

(a) *Physiology and Hygiene* — The chief elementary facts of anatomy, the general functions of the various organs, the more obvious rules of health, and the more striking effects of alcoholic drinks, narcotics, and stimulants upon those addicted to their use.

(b and c) *Any Two of the Following Sciences, — Physics, Chemistry, Botany, Physical Geography, provided One of the Two is either Physics or Chemistry* — The chief elementary facts of the subject selected, so far as they may be presented in the courses usually devoted to them in good high schools. It will be a distinct advantage to the candidate if his preparation includes a certain amount of individual laboratory work.

A laboratory notebook, with the teacher's endorsement that it is a true record of the candidate's work, will be accepted as partial evidence of attainments in the science with which it deals. The original record should be so well kept as to make copying unnecessary.

V *Drawing and Music*

(a) *Drawing* — Mechanical and free-hand drawing, — enough to enable the candidate to draw a simple object, like a box or a pyra-

mid or a cylinder, with plan and elevation to scale, and to make a free-hand sketch of the same in perspective. Also any one of the three topics, — form, color, and arrangement.

(b) *Music* — Such elementary facts as an instructor should know in teaching singing in the schools, including major and minor keys, simple two, three, four, and six part measures, the fractional divisions of the pulse or beat, the chromatic scale, the right use of the foregoing elements in practice, and the translation into musical notation of simple melodies or of time phrases sung or played.

IMPORTANCE OF ADEQUATE PREPARATION

Candidates should measure their duty of making adequate preparation not wholly by the subjects selected and the papers set for the admission examinations, but by the larger demands their chosen vocation is sure to make upon them. The more generous and thorough, therefore, the preparation of the candidate, the greater the likelihood of profiting by the normal school, of completing the elementary course on time, of securing employment after graduation, and of doing creditable work as a teacher.

The candidate is advised, therefore, to utilize all feasible opportunities offered by the regular high school course for promoting this breadth of preparation, and the high school should aim to hold the candidate up to the higher ideals of such preparation.

EQUIVALENTS

Reasonable allowance in equivalents will be made in case a candidate, for satisfactory reasons, has not taken a study named for examination. Successful experience in teaching will be taken into account in the determination of equivalents.

DIVISION OF THE EXAMINATIONS

Candidates may be admitted to preliminary examinations a year in advance of their final examinations, provided they offer themselves in one or more of the following groups, each group to be presented in full: I French; II Mathematics; III United States History; IV Science; V Drawing and Music.

Preliminary examinations can be taken in June only.

Every candidate for a preliminary examination must present a certificate of preparation in the group or groups chosen, or in the subjects thereof, the form of certificate to be substantially as follows:—

.....has been a pupil in the

.....School for.....years, and is, in my judgment, prepared to pass the normal school preliminary examination in the following group or groups of subjects and the divisions thereof:—

.....

.....

Signature of principal or teacher,.....

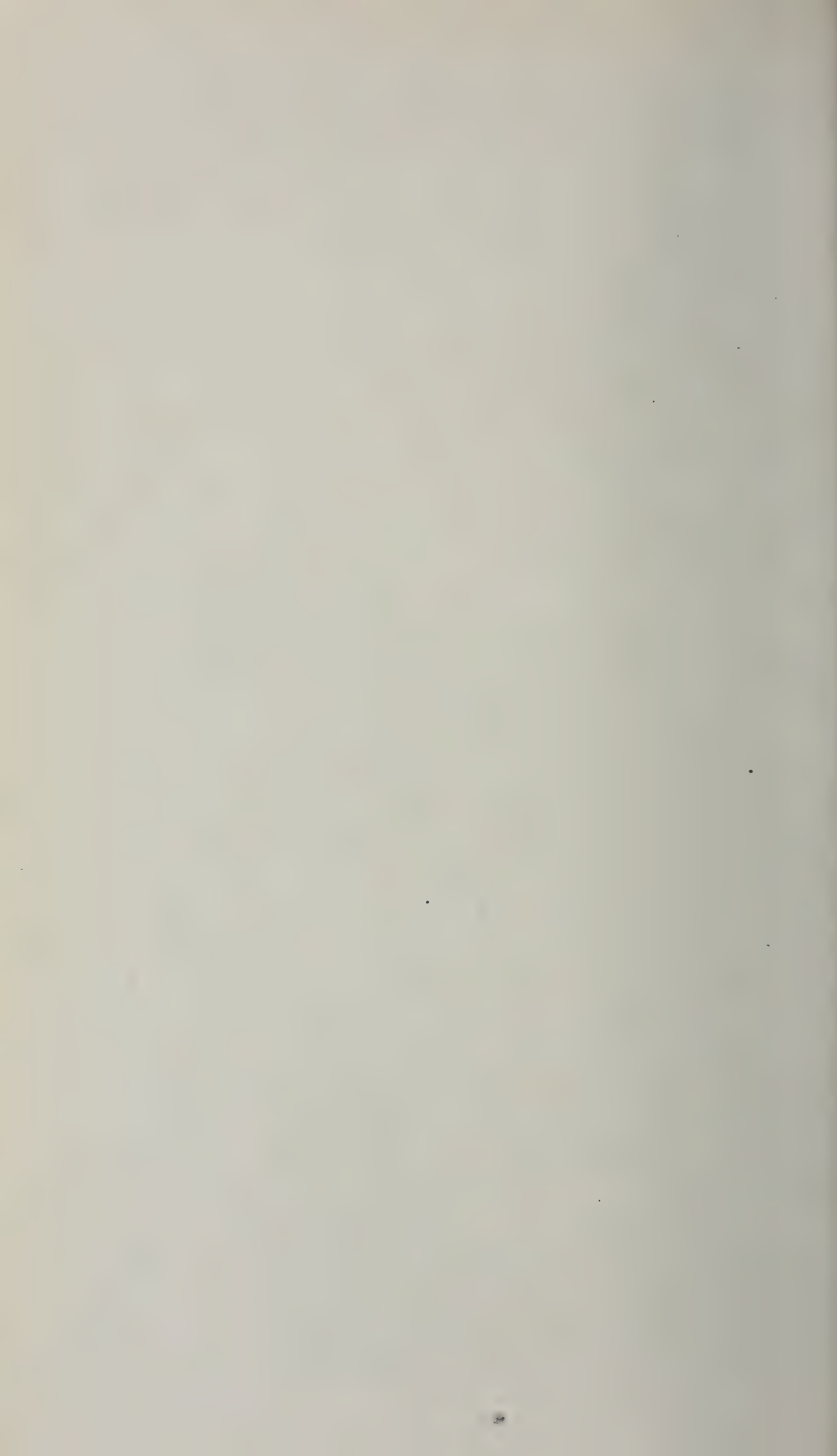
Address,.....

While division of the final or complete examinations between June and September is permissible, it is important both for the normal school and for the candidate that the work laid out for the September examinations, which so closely precede the opening of the normal schools, shall be kept down to a minimum. Candidates for the final or complete examinations are earnestly advised, therefore, to present themselves in June.

TIMES OF EXAMINATION AND ADMISSION

Examinations for admission to the normal school are held at the close of the school year in June, and also at the beginning of the school year in September, as stated in the calendar. Candidates are advised to present themselves at the first examination.





New classes are admitted to the normal schools at the beginning of the fall term. Candidates should come in September prepared to stay, as regular work begins on the day following the examinations. In exceptional cases admissions to classes already formed are allowed at the beginning of the second term.

ELEMENTARY COURSES

The elementary courses of study are designed primarily for those who aim to teach in the public schools below the high school grade.

GRAMMAR-PRIMARY COURSE

It comprises substantially the following subjects:—

I The study of the educational values of the following subjects and of the principles and methods of teaching them:—

(a) English, — reading, oral and written composition, grammar, English and American literature.

(b) Mathematics, — arithmetic, geometry.

(c) History, — history and civil polity of the United States and of Massachusetts. Economics.

(d) Science, — physical science, minerals, plants, animals, geography, physiology and hygiene.

(e) Physical training, vocal music, drawing and painting. Handicraft in paper, wood, metal, leather, and clay; winding, weaving, basketry, chair seating, braiding, knotting, knitting, crocheting, stenciling, mounting, assembling. Sewing, embroidery, cooking, and serving, house cleaning. Gardening.

II (a) The study of man, body and mind, for the principles of education; the study of the application of these principles in school organization, school government, and in the art of teaching; the history of education; the school laws of Massachusetts.

(b) Observation and practice in the training schools.

The time required for the completion of this course depends upon the students. It may not exceed two years for those

of satisfactory preparation and superior ability; for others, three years are needed to do the work properly. In many cases more than two years are insisted upon. A diploma is given when the course is satisfactorily completed.

A THIRD YEAR FOR PRACTICE AND STUDY

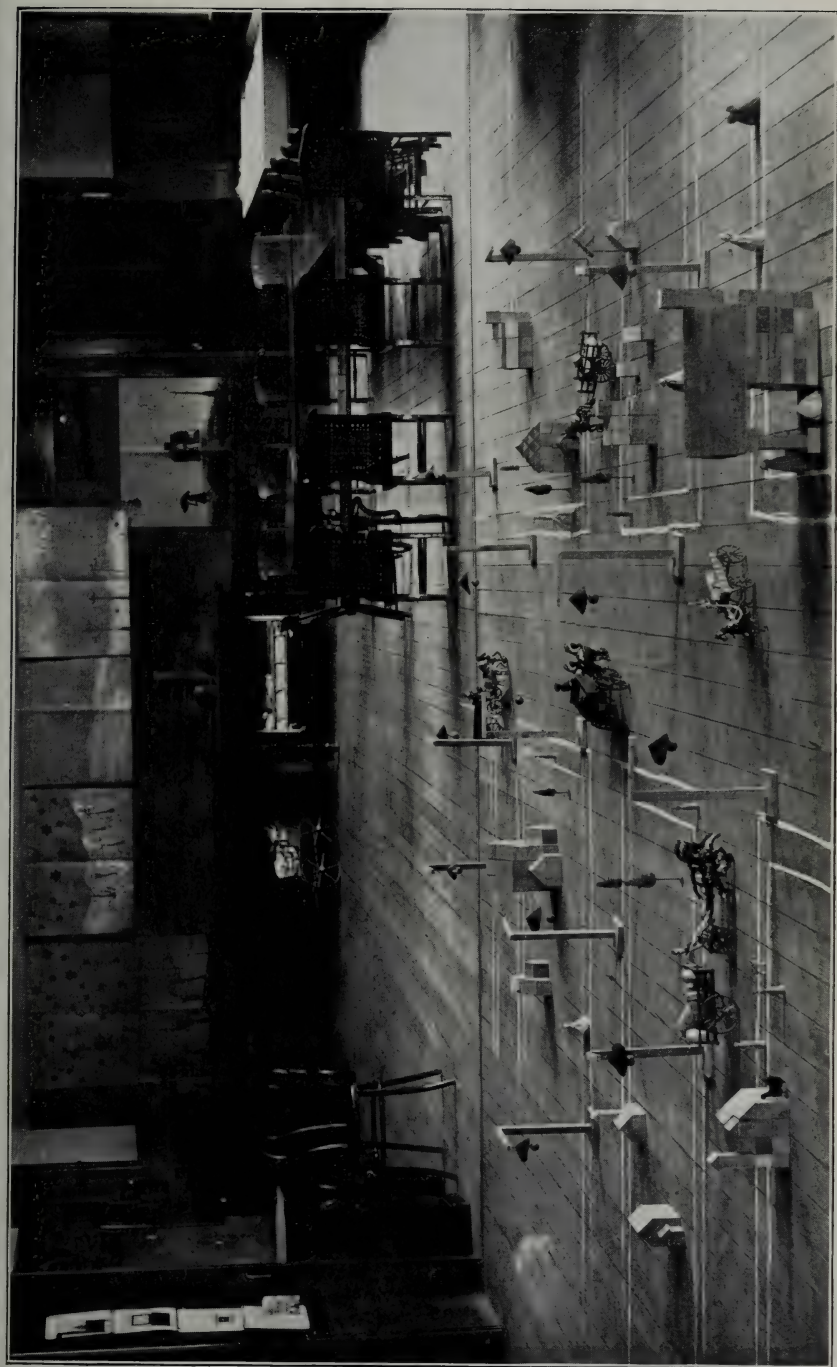
The board of visitors and the principal of any normal school may arrange for its students a third year of study and of practice in teaching whenever, in their judgment, such action is desirable. The object is a more complete mastery of the topics arranged for the regular two years' course, as well as further experience in teaching.

For students signifying at their admission their intention of pursuing a three years' course, it will be arranged so that elective subjects may be begun early in the course, instead of being postponed to the third year.

THE KINDERGARTEN-PRIMARY COURSE

The principles which control kindergarten instruction apply not alone to children three or four years of age but as well to the whole phase of early childhood, the period extending from two or three to seven or eight years of age. Kindergarten and primary instruction differentiate not in principle, not in general method, but in adaptation of ways and means to the tendencies and growing powers prominent at that period. The process is continuous, the objects studied vary, constructive power widens in application, the use of symbols becomes increasingly prominent. The course as planned and practised trains teachers to work in the kindergarten with due regard to succeeding years of growth of children, and in the primary grade with due regard to previous training and later growth. For such teachers the demand far exceeds the supply.

The kindergarten-primary course omits portions of the grammar-primary course and substitutes subjects pertaining directly



to early childhood and the kindergarten. It requires two years at least for completion. The greater portion of the practice teaching may be done in the primary or kindergarten grades as the student may choose.

To enable students to become highly efficient principals of kindergartens a third year of advanced kindergarten study and responsible control has been arranged. Similar facilities are afforded for study and practice in the first grade primaries.

The conditions of admission are the same as for the grammar-primary course. In addition, there should be some facility in playing the piano and singing, if the better positions are to be secured. Students pay the cost of material taken away, but this expense does not exceed ten dollars for the course.

SPECIAL COURSE FOR COLLEGE GRADUATES

Graduates of colleges and universities, who give evidence of maturity, good scholarship, and of aptness to teach, may, with the consent of the principal of the school and of the board of visitors, elect a course which may be completed in one year, and when such course is successfully completed they shall receive a certificate for the same. Candidates are admitted to this course without written examination. If the course be extended to two years a diploma will be given.

SPECIAL COURSES FOR TEACHERS

Teachers of several years of successful experience in teaching, who give evidence of maturity, good scholarship, and of aptness to teach, may, with the consent of the principal and of the board of visitors, select a course, including the course in psychology and pedagogy.

Candidates are admitted to this course without written examination. Not less than twenty periods per week are required.

A certificate is given for a course of one year, a diploma for a course of two years.

SHORT COURSES

Teachers desirous of spending their vacations at the school are cordially invited to come at any time. Observation work, study of elected subjects, participation in regular and special courses, and preparation of teaching material are offered in all departments of the normal and training schools. There will be afforded every facility for study, the work being adapted to the wishes and capabilities of applicants in so far as the permanent needs of the school permit. There is no summer session. During January, February, and March separate classes for vacation students are conducted in the following subjects: —

Arithmetic — Everyday activities which require the use of number. What and how children learn naturally about number out of school and what to do in school. How to study a store and how to conduct a store in the school room. How to use home, store, and farm accounts. Practical exercises in measuring length, area, volume, weight, capacity, value. What fractions are used in ordinary daily business and how. Business practices in percentage. Agricultural arithmetic.

Natural steps in all arithmetical solutions. How to think, diagram, explain and figure problems. Business modes of securing accuracy and speed.

Constructional Geometry — How to use objects of all kinds in teaching form. How form underlies all number, all drawing, all construction. How to teach use of ruler, card and compasses. Easy mechanical drawing for all grades, and its connection with arithmetic and construction work.

Story Telling — How children tell and learn to tell stories before coming to school. How to continue with younger grades. How to use a book in learning to tell a story.

Reading — How children learn to talk, act, converse, dramatize before coming to school. The purposes of silent and oral reading. What is meant by the thought, sentence, action, word, and phonic methods. Importance of a definite purpose and con-

sistent method. Prevailing defects and their prevention in the reading of grammar pupils.

Story and Letter Writing — How to secure free writing, sentence making, paragraphing, and punctuation.

Literature — Its value and place in primary grades; in grammar grades. Methods of teaching.

Grammar — What and how children learn naturally. How analysis of sentences is easy and leads to appreciation of literature. How the study of the parts of speech can lead to correct expression.

Spelling — Written and oral, importance of each. How to secure interest, accuracy, and speed.

Plant Study — Growth of bulbs, green wood cuttings (slips), seeds, and preparation for gardening.

Geography — Relation of outdoor work to study of pictures, sand models, and maps. Continents, with special attention to ways of using text-books. Nations, with application to commercial geography.

History — Great days. Biography. Inventions. Cause and effect.

Emergency Practice — Adapted to experiences of children.

Sanitation and Temperance Instruction — What, how, and when.

Seat Work — Kinds and uses appropriate to the several primary grades.

Industrial Work — Special opportunities have been arranged for instruction and practice in the forms of work feasible in district schools. See page 15 (*e*).

Child Study — Phases of life and their relation to teaching.

Children's Games — Indoors and on the playground.

Lesson Plans — Value and use.

Programs — The variety and distribution of subjects taught in district schools will be thoroughly discussed and programs made.

For cost, see page 35.

GRAMMAR PRIMARY COURSE

JUNIOR CLASS		SENIOR CLASS	
First Term	Second Term	Third Term	Fourth Term
Drawing 3	Drawing 3	Drawing 3	-
Music 4	Reading 3	Grammar 3	Reading 3
Gymnastics 2	Gymnastics 2	Gymnastics 2	Gymnastics 2
Handicraft 2	Handicraft 2	Cooking 2	Sewing 2
Language 1	-	Literature 3	Literature 3
Physical science 3	Physical science 4	Geography 4	Geography (half term) 5
Mineralogy, soils 2	Botany, gardening 3	Zoölogy 2	History of education, school laws (half term) 2
Hygiene 3	Sanitation 1	History 4	Social economics (half term) 3
Geometry 4	Arithmetic 6	-	Psychology and pedagogy 5
Penmanship	Child study 1	Organization 1	Management 1
Child study: — 4 Individuals Groups	Practice teaching 3	Practice teaching 4	Practice teaching (half term) 10

NOTE.— Figures indicate the number of periods per week.

KINDERGARTEN PRIMARY COURSE

JUNIOR CLASS		SENIOR CLASS	
First Term	Second Term	Third Term	Fourth Term
Drawing 3	Drawing 3	-	-
Music 4	Reading 3	Grammar 3	Reading 3
Gymnastics 2	Gymnastics 2	Gymnastics 2	Gymnastics 2
Handicraft 2	Handicraft 2	Cooking 2	Sewing 2
Language 1	-	Literature 3	Literature or economics (half term) 2
Mineralogy, soils 2	Botany, gardening 3	-	History of education (half term) 2
Hygiene 3	Physical science 4	Geography 4	-
Geometry 4	Arithmetic 5	-	Education 5
Penmanship	Child study 1	Organization 1	Management 1
Child study 6	Practice teaching 3	Practice teaching 10	Practice teaching 10
Kindergrarten-primary pedagogy 3	Kindergrarten-primary pedagogy 2	Kindergrarten-primary principles 3	Kindergrarten-primary principles 3

DOMESTIC ARTS COURSE

JUNIOR CLASS		SENIOR CLASS	
First Term	Second Term	Third Term	Fourth Term
Drawing 3	Drawing 3	Drawing 3	-
Music 2	-	-	-
Gymnastics 2	Gymnastics 2	Gymnastics 2	Gymnastics 2
Handicraft 2	Handicraft 2	Grammar 3	Reading 3
Language 1	Arithmetic 5	Literature 3	Economics (half term) 3
Physical science 3	Physical science 4	Geography 4	Geography (half term) 5
Mineralogy, soils 2	Botany, gardening 3	Zoölogy 2	Millinery (half term) 3
Chemistry of cook- ing 2	Chemistry of clean- ing 3	-	Drafting (half term) 2
Household arts 2	Household arts 1	-	Sewing 2
Cooking 2	Sanitation 1	Cooking 5	Education 5
Hygiene 3	Child study 1	Organization 1	Management 1
Child study 4	Practice teaching 3	Practice teaching 5	Practice teaching (half terms) 3 and 10

INDUSTRIAL COURSES

SCHOOL AND HOME GARDENING — AGRICULTURE AND HORTI-
CULTURE — NATURE STUDY

These courses are arranged and conducted with the co-operation of the Massachusetts Agricultural College at Amherst. The agricultural college adds to the faculty of the normal school an instructor and supervisor, who gives a portion of his time to instruction and supervision at the normal school and its three training schools, and a second portion of his time to the promotion of elementary agriculture and nature study in the schools of Berkshire County, the remaining portion of his time being spent at the college.

ELEMENTARY AGRICULTURE: NATURE STUDY

This course is arranged to prepare departmental teachers of school and home gardening and nature study in grades preceding the high school.

The length of time required to complete this course depends on the scholarship and previous teaching experience of the candidate. A graduate of a first-grade high school who has had no experience in teaching requires three years usually to do the work; a graduate of a Massachusetts normal school, if without experience in teaching, requires one year. The time required by college graduates and by teachers of recognized ability is determined by individual considerations.

I Agriculture — Soils. Plant life, structures, functions, and diseases. Fertilizers, tillage, crops. Hotbeds, cold frames, and greenhouse. Farm live stock, poultry, bees. Dairy.

Horticulture — Flower and shrub gardens. Window gardens. Propagation, pruning, and cultivation. Orchards and small fruits. Forestry.

Insects and Birds — Economic importance. Control of injurious insects.

Farm Buildings and Machinery.

Sanitary Science.

(Agricultural physics and chemistry involved in preceding topics.)

Rural Social Science.

II Nature Study — Its content and relation to science, literature, and vocational work.

III Manual Training — Carpentry, cabinet work, forge work, assembling farm machinery.

Drawing — Freehand and mechanical, structural and decorative design, use of color, farm and building plans.

IV English, etc. — See page 20.

V Pedagogy — See pages 20, 29.

INDUSTRIAL ARTS

For Departmental Instructors in Elementary Grades

I Construction — Carpentry, cabinet work; forging, piping; textile weaving, basketry, raffia work; leather work, book-binding; clay modeling; paper folding and cutting, box mak-

ing; stenciling and block printing. Printing — Card, book, and display work.

II Design — Constructive, decorative, color. Pictorial drawing.

III English, etc. — See page 20.

IV Pedagogy — See pages 20, 29.

DOMESTIC ARTS

For Departmental Instructors

I Cookery — Breadstuffs, meats, fruits, vegetables; canning and preserving; frozen, fancy dishes; for the sick; marketing.

Sewing — Plain sewing, garment making, dressmaking, measuring and making patterns.

Millinery — Framing, covering, trimming.

Embroidery, knitting, and crocheting.

Handicraft.

Laundrying — Preparation of clothes for laundry; cleansing, drying, starching, folding, ironing; use of soaps, washing powders and other cleansing materials, removal of stains.

Sanitation — Water supply, plumbing, drainage, heating, lighting, ventilation, disinfection; cleaning, sweeping, dusting.

Emergency aid and home nursing.

II Drawing — Freehand and mechanical, structural and decorative design, use of color; study of fabrics for weaving apparel, house furnishing.

III English, etc. — See page 20.

Hygiene, botany, zoölogy, physics, chemistry, with especial relation to the practical courses.

IV Pedagogy — See pages 20, 29.

In every industrial course, such work in English grammar, literature, and business correspondence will be required as may be necessary to ensure correct speech, good taste, and discriminating, courteous correspondence.

Arithmetic or geometry will be required according to the needs of the courses and the scholarship of the student. In each course the subjects will be studied in their practical relations.

The sciences — physics, chemistry, mineralogy, botany, zoölogy, physiology, geography — will be required according to their respective values in the industrial courses. Each science is taught from the practical, not the theoretic, view point. Scholarship is measured by the scientific knowledge used and not by the scientific information acquired.

EQUIPMENT

The four natural science laboratories are arranged in sequence, and by means of specimens and models in wall cases is displayed the progression of mineral, plant, and animal life to its development in man. Banks of drawers are provided for type collections and table drawers for working collections and tools. In the instructors' laboratories are reserve specimens, models, pictures, charts, and diagrams.

Worthy of special mention: —

The synoptic and Howell's college collection of minerals and rocks in the mineralogical and geological laboratory.

In the biological laboratories are the Deyrolle plant models, illustrating twelve of the leading families; the synoptical collection of invertebrates and vertebrates; the preparations (wet and dry) showing the habits, homes, and metamorphoses of many insects, the development of a snail, a leech, a crayfish, a horseshoe crab, a spider, a fish, a salamander, a frog, a toad, a snake, and a lizard, displaying all stages of growth, from the egg to the adult form; dissected specimens of a clam, a crayfish, a lobster, a fish, a frog, a lizard, a turtle, a dove, and a rat, displaying separately the digestive, circulatory, and nervous systems; aquaria and cages; a series of skeletons, a human skeleton, a life-size manikin, a set of Auzoux models (eye, ear, larynx, brain, pelvis), and preserved vital organs.



In the geographical laboratories are several thousand carefully selected, mounted, and classified pictures, including photographs, engravings, half-tones, bromide enlargements, the Hölzel series of oleographs, and several hundred lantern slides. Manufacturers' samples and local collections illustrate industries. The models include the Jones eighteen-inch relief globe, Howell's (sixteen feet radius) model of the United States, and a large model of southern New England, the Harvard series of physiographic models. Slated spheres, large and small globes are provided for class and individual use. Three sand-tables, each ten feet by four feet, afford abundant opportunities for sand modelling.

The collection of maps includes two maps of Switzerland, one beautifully shaded to show reliefs and drainage, and the other to show the same physical features combined with political and industrial features; two similar maps of Alpenland; Habenicht-Sydow physical series; Johnston political series; a series of thirty world maps, showing physical, productive, and political features; coast survey charts; topographic maps and folios; a series of maps of Massachusetts, showing relief, drainage, cities, railways, counties, etc.; similar maps of Rhode Island and New Hampshire; a series of maps for study of map symbols; pamphlets, railway folders, magazines, etc., for commercial geography.

The gardens contain a little more than three acres, and are devoted to school gardening, agriculture, and horticulture. The greenhouse measures 25 by 36 feet, the tool house 42 by 16 feet.

The domestic science department includes a kitchen, dining room, chamber, and sewing room in the school building and all the appointments in the dormitory.

The manual training department includes four wood and metal working rooms; a shoe repairing equipment; a room furnished with ordinary school desks and tables for working with paper, cardboard, reed, raffia, leather, and clay; a printing room.

The laboratories for physical science, mineralogy, and biology are equipped with modern improvements, and with apparatus for individual experimentation.

The mathematical department is supplied with collections of commercial and conventional objects for individual use and class observation in the study of geometry and arithmetic, in their appropriate development through all grades, including those of the high school.

The historical and literary departments are supplied with several hundred classified pictures and numerous charts.

The art departments are equipped with adjustable tables, models, type and ornamental forms, pictures, drawings, casts, and textiles illustrative of the phases of modern art teaching.

The library has been selected with especial reference to the needs of teachers. Department libraries are proportionately represented. Magazines and pamphlets for general culture and departmental study are numerous. The pamphlet division already includes several thousand copies.

An electric projection lantern and numerous slides have been provided. The lantern can be used in several different rooms, and supplements the work in the various sciences, in literature, and in art.

The gymnasium is located in the dormitory and is well equipped with apparatus, shower baths, and lockers. Lawn areas are very ample for out-door games, for which much material is supplied.

DESIGN OF THE NORMAL SCHOOL

“The design of the normal school is strictly professional; that is, to prepare in the best possible manner the pupils for the work of organizing, governing, and teaching the public schools of the Commonwealth” (Board of Education, May 6, 1880).

The work of each department is to secure these ends:—

Students—The leading motive and continuous effort are to change the student's point of view from that of the pupil to that of the teacher, to inspire him with the spirit of the true



teacher, to train him to the noblest ideals and best habits of personality, thinking, teaching and social service.

Children — The student is placed from the beginning of his course in immediate and close contact with children, that through them there may be revealed to him such appreciation of individual children and understanding of child life in general as will impress upon his mind the necessity of their interests being his chief concern. That schools should be organized to satisfy the needs of children, that school management is the process of securing self-control by the children, that children should be taught, rather than subjects, are truths which are presented as of fundamental importance.

Subjects — The thought of the student is carefully directed to the subjects of a public school course. Each subject is organized for instruction by deriving the content from the social experiences of the children and arranging it to follow their growing abilities, not the arbitrary order of a text-book. The appropriate sources of knowledge are found, the prominent processes of acquisition are emphasized, and corresponding forms of expression exemplified. The vocational and cultural values of each subject are discussed. Stress is laid upon accuracy of knowledge and the use of each subject as a *means* and not an end in education. Natural and helpful correlations of subjects are made, and the place of each in a course of study indicated.

Teaching — The process of learning is distinguished from the process of teaching, the student being led to perceive most definitely that in learning the pupil concentrates his thought upon the object, that in teaching the teacher concentrates his thought upon the student's mental process of learning. Students are led to discover by personal observation that the teaching process consists of two parts, namely, preparatory thought (*i.e.*, lesson planning) and consequent instruction (*i.e.*, teaching). Lesson plans are derived by the students from the study of children in their free work and play, from observed teaching

and the study of typical plans, and are found to include consideration of (1) aims, that is, needs of the children to be satisfied; (2) right mental activity of the child; (3) appropriate sources of knowledge and interest. Lesson teaching is perceived to be (1) skillful use of sources of knowledge and interest, (2) which use stimulates right activity in each child, (3) and enables him to satisfy his needs. Students, by practice in writing lesson plans and in teaching children in accordance with the plans, become certain that intimate knowledge of children and thorough lesson planning are, together with the personality of the teacher, the vital conditions for successful teaching; that lesson plans may free the teacher of the burden of the subject, and enable him to attend discreetly and heartily to the needs and interests of the children. Similarly, the place and purpose of recitations, drills, examinations, and criticism are brought before the pupils for consideration and judgment.

Organization — The principles underlying the organization of a school are arrived at by the students by direct study of the training schools and other schools they have experienced, by consideration of children's needs as individuals and as members of society, and by use of the experience of teachers and other educational authorities.

Government — Students are led, by review of their own experiences in conforming, obeying, and controlling, by the testimony of others, by their knowledge of children, by their efforts in the training school, and by their study of psychology, to understand the relations between knowing, feeling, and doing, to value and use the instinctive reactions, and to attempt to form habits in themselves and children of right self-activity for the sake of self-development and service to others.

The school laws of the State receive due and appropriate study, in connection with the consideration of organization, government, and the history of education.

PSYCHOLOGY AND PEDAGOGY

The principles of psychology and pedagogy are apprehended and appreciated because of their guidance of thought processes, their productiveness of interest and certainty, their exposition of social practices, and their determination of method.

The study of children is continuous throughout the whole course. Individual children at work and at play are carefully observed to ascertain individual physical, mental, and moral aptitudes and defects, in order that each child's needs may be satisfied. Groups of children — the healthy and the sick, the able and the weak, the bright and the dull, the tidy and the slovenly, the leaders and the followers, the good and the bad, etc. — are found, their relative numbers and importance estimated, and the reasons for these conditions investigated, that justice may be done to all. Based on these and similar observations made elsewhere are the students' conclusions as to native reactions, behavior, self-control, and tact.

In their study of individual subjects of the course, students are taught to recognize the natural order of the subject, the elementary processes of acquisition, the emotions aroused, the importance of interest, and the volitions resulting. The sources of knowledge, the stimuli of interest, the mental processes appropriate to the several subjects, and the especial importance of motor activities, are learned as individual facts.

In the observation and practice of teaching, the effects of the teacher's knowledge of children, of the subject, of the fitness of mental process, of the influence of tact, and of the teacher's possession of right habits are discerned.

During the last term of the course, the systematic study of man as an educable being is based upon the child study, the analysis of subjects, and the observation and practice of teaching previously described. The purpose of this course is to organize into attitude and habit, as thoroughly as possible, the following propositions: —

The present characteristics of body and mind in men are evolutionary products.

Every child is the result of countless generations of developmental changes both in body and mind.

Growth includes fundamentally the repetition by body and mind of the essential features of race progress. The phases of life — infancy, early childhood, later childhood, adolescence, adult life, and old age — are racial metamorphic periods, necessarily with distinctive characteristics.

The reflexes, instincts, and forms of consciousness of childhood are noticeably hereditary habits or tendencies, and are relatively stable.

Individuality is partly inherited, partly acquired.

Environment includes the inherited and acquired characteristics of one's own body and mind, as well as the physical surroundings of outer life.

Education is possible and necessary because a child is born with relatively few organized habits.

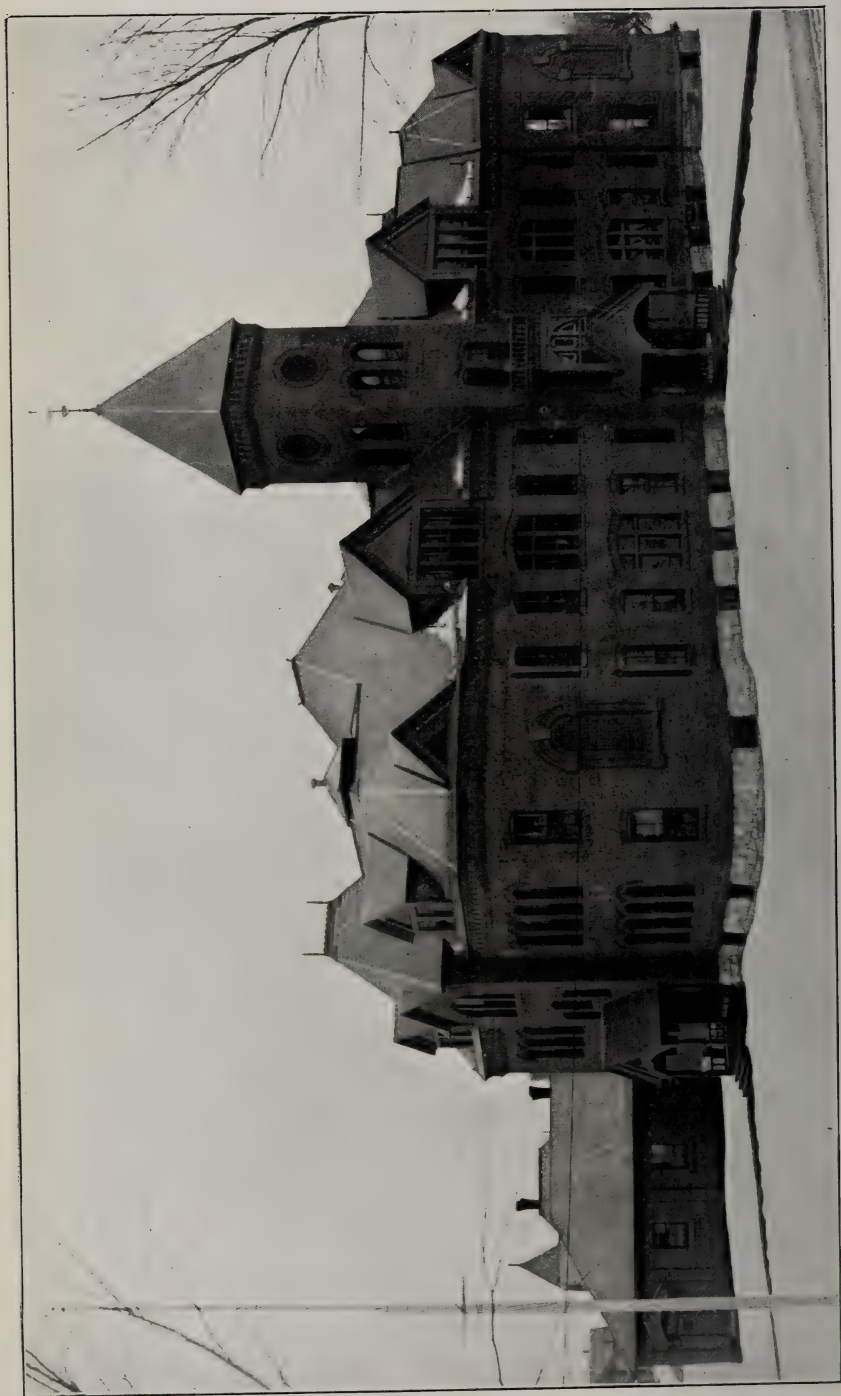
Education is under the immediate control of others for nearly one-third of life because of the ever-increasing variety and complication of experiences necessary to obtain higher success in living.

Education never ceases, and should be intelligently adapted to the characteristic needs of each phase of life.

Life is development. The work of life is production, objective and subjective. Education is promotion of the development which is both natural and possible at the time. The process of education is production. The test of education is personal efficiency in social service.

Professional preparation for teaching is coming into conscious intelligence, and correct habits of directing the inherited tendencies and habits of the learner, under the influences of improving environment, into the acquirement of ever-increasing power of truth, beauty, goodness, and productiveness, expressed in social service.

In all courses, in all subjects, professional instruction empha-



GYMNASIUM

MARK HOPKINS SCHOOL

sizes the training of learners into productiveness in social service, whereby individual attainment is realized. No knowledge, no information, no motor effort is approved unless it arises distinctly from and reacts definitely for social welfare.

In industrial courses professional instruction emphasizes: —

- 1 Industrial work, as vocational as possible, by the student
- 2 Observation of children at work and at play, industrial and textual
- 3 Practice teaching of industrial work in the shop, field, and schoolroom
- 4 The study of natural interest in construction, of the necessity of learning by experience, and of the relation of experience to information
- 5 The kind and amount of actual vocational work, the visitation of mills, farms, shops, stores, hotels, banks, etc.
- 6 The union of craft and art, "shop mathematics," drawing as the "shop language," the value of constructive thought to the use of English, the place and use of science
- 7 The cultivation of ingenuity and economy; the assembling and repair of a wide variety of objects
- 8 Construction by division of labor, as in shops
- 9 Extension of industrial work into the homes and to vacation employment
- 10 The formation of courses in industrial work, — aims, practical work (required, optional, original); basis of selection and arrangement; materials and their peculiar values; knowledge gained directly (practical and social); information; value to the individual and to society in making "equal opportunities for all" and in increasing public and personal welfare.

TRAINING SCHOOLS

MARK HOPKINS SCHOOL, NORTH ADAMS

On a lot adjacent to the normal school lot is a brick building, containing twenty class rooms, an assembly hall, two large basements, playrooms, a woodworking room for the kindergarten

and primary grades, the motor and boiler rooms. In an annex is the gymnasium, forty by seventy-two feet, supplied with apparatus sufficient for the accommodation of classes of forty pupils each. All grades are represented, beginning with the kindergarten and extending through nine years of primary and grammar work to the high school. There are eighteen rooms, and in each room is a regular teacher in charge of a class not exceeding forty pupils. The principal is free for the direct observation and instruction of the normal students.

BRIGGSVILLE SCHOOL, CLARKSBURG

This training school is located in a typical mill village about three miles from the normal school, and is reached easily by electric cars. The building is modern, roomy, and heated by furnaces. The grounds are scanty. Each of the two rooms contains forty pupils, classed in four grades. The educational problems are distinctly those of a country mill village.

BROAD BROOK SCHOOL, WILLIAMSTOWN

The Broad Brook school is located in a farming district and is definitely a rural school, with the usual social problems pertaining thereto. The building is without modern conveniences, but the yard is roomy and the views magnificent. In each of the two rooms is a school of thirty-five pupils, classed in three grades, the oldest being the sixth. The school is about five miles from the normal school, and is reached by electric cars.

These three training schools afford unusual opportunities for the study of children and the practice of teaching. Students begin their work in this department immediately after their admission, and continue it regularly throughout the course. The rapidity of progress of the training school work depends on the ability and previous experience of the student. Definite oral instruction and printed schedules guide the observation of children individually, in groups, in classes, and



MUSIC

READING

RECEPTION

ASSEMBLY HALL



the observation of teaching and control. In general the order of work is as follows:—

First Year—First term: observation of individual children and of groups begun. Second term: observation of the class for prevailing and peculiar qualities; observation of teaching and control emphasized.

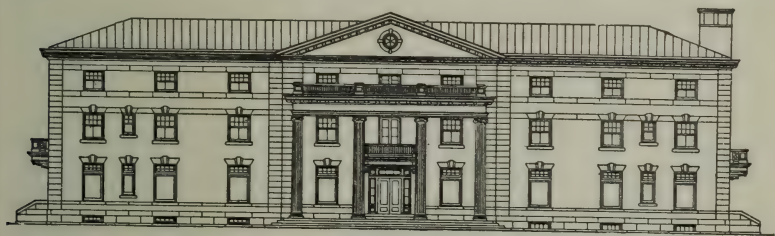
Second Year—Third term: study of school organization and management, and assisting in teaching and management. Fourth term: practice in teaching, the amount of responsibility conferred depending on the ability of the student.

Third Year—Responsible charge of classes, elective work. Students who have taught successfully before entering are given opportunities for responsible practice in teaching and disciplining as early in the course as their abilities warrant.

Close and appropriate supervision and instruction are given students by regular teachers in all the grades and by the principals of the various departments.

TACONIC HALL

The material of the dormitory is yellow brick and white marble, thus carrying out the color scheme. The building is



EAST-ELEVATION.

156 feet long and 100 feet wide, the courtyard being about 58x70 feet. On account of the slope of the land the basement floor is at grade with the courtyard, thus securing dry and light living rooms and making the wings as seen from the courtyard three stories high. The balcony over the east porch is available for persons living on the third floor, and the two

west balconies accommodate those living on the first and second floors. Two guest rooms are provided for parents and friends. Two hospital rooms, with suitable furniture and intervening bath room, are on the third floor. The building is heated by steam and lighted by electricity. A subway connects the dormitory and the school building, affording easy access to the gymnasium and protection during inclement weather.

Unusual facilities are provided for cultivating a homelike and beautiful social life. The rooms of the first floor afford opportunities for all forms of mental enjoyment, and the gymnasium in the basement is convenient for daily evening physical play.

Two students occupy one room. Each room is supplied with chairs, study-table, book-case, bureau, commode, screen, two couches (three feet wide), mattresses, pillows, coverlets, and rugs. Each boarder brings bedding, towels, napkins, napkin ring, and two clothes bags.

All articles sent to the laundry must be distinctly and indelibly marked with the owner's name in full. Trunks also must be marked so as to be easily identified.

Rooms are assigned to entering students according to priority of application, preference being given to residents of Massachusetts.

EXPENSES

tuition is free to all residents of Massachusetts. "Each pupil from another state than Massachusetts attending a normal school supported by this state shall pay to the principal of the school attended, at the beginning of each half-year session, the sum of twenty-five dollars for the use of the school."

TEXT-BOOKS and supplies are free, as in the public schools.

STATE AID, not exceeding one dollar and one-half per week, may be granted to deserving persons after they have been in attendance for at least one term, provided they are residents of Massachusetts, and do not live in towns where the normal schools are situated.

BOARD — The regulations of the Board of Education require that the boarders shall pay the current expenses, which include table board, heating, lighting, laundry, and service. The price of board in each of the boarding halls connected with the normal schools of the State is \$160 for the school year, payable in advance, in four payments, one every ten weeks, beginning with the opening of school in September.

The object of this payment in advance is to secure the purchase of supplies at wholesale cash prices, thereby lessening the cost of supplies and saving to each boarder much more than the interest of the money advanced.

Under these rates boarders are allowed to remain at the hall during the Thanksgiving recess without extra charge. Students whose homes are at a distance may, on permission of the principal, remain at the hall during other vacations, except the long one in the summer, on payment of the additional sums for such vacations. The hall is closed during the summer.

When pupils leave the school before the expiration of a term, money paid in advance will be refunded pro rata. No deduction is made for absence from the hall of less than one week.

If there are vacant rooms, those who wish to room alone may do so, on payment of the additional charge of seventy-five cents per week.

EMPLOYMENT — Capable and reliable students can reduce their expenses by assisting in the household work, for example, by waiting on table, washing silver and glass, etc. Efficiency, need, and priority of application control the appointments. The amounts thus earned vary from \$0.75 to \$1.50 per week.

SHORT COURSES — To short-course students living two in a room, and furnishing their own bed-clothing, towels and napkins, the cost is \$4.25 per week, including laundry. To students not furnishing their own bed-clothing, towels and napkins, the cost is \$4.50 per week, including laundry. Tuition free. Text-books are loaned to students. The cost for stationery and industrial material is small.

STUDENTS

GRAMMAR PRIMARY COURSE

Seniors

Bessie Meacham Allsop	Williamstown
Mary Ellen Burke	Adams
Mary Gertrude Burns	Pittsfield
Olive Christine Burt	Easthampton
Edith Evelyn Butler	Pittsfield
May Louise Cassidy	Sheffield
Elizabeth Alta Clark	Deerfield
Bridgie Ann Cody	Middlefield
Helen Rose Connor	Holyoke
Mary Marguerite Cook	Sheffield
Mildred Sara Davenport	Colrain
Anna Dorothy Donovan	North Adams
Elizabeth Fannie Eno	Bristol
Ella Rebecca Healey	Southampton
Catherine Frances Healy	North Adams
Julia Cecelia Heery	Shelburne Falls
Leona May Hilton	Adams
Mildred Belle Jenks	Cheshire
Rose Marie Johnson	Holyoke
Helen Kathrina Judd	Southampton
Mary Grace Knap	Pittsburg, Penn.
Rose Cyrille Lynes	Holyoke
Mary Frances MacCarthy	North Adams
May Madeline Mackey	Lenox
Alice Teresa Mahanna	Lenox
Genevieve Carolyn Mahoney	North Adams
Margaret Grace Maloney	Northampton
Mary Idabel March	Shelburne Falls
Ethel Pauline McAdoo	North Adams
Margery Agnes McGowan	Chester
Mary Agnes McNerney	South Deerfield
Catherine Deeley Meagher	Lenox

Agnes Clara Murphy	North Adams
Nelly Loretta Murphy	North Adams
Grace Mary Powers	Whately
Laura Abigail Pratt	Pownal, Vt.
Mabel Cecelia Rayno	Pittsfield
Rebecca Rosenberg	North Adams
Anna Belle Senter	Chester
Agnes Mary Shea	North Adams
Laura Wilma Stevens	Lee
Ruth Lyman Tower	Becket
Rose Elizabeth Trainor	Worcester
Alice Marie Troy	West Stockbridge
Edna Louise Webster	Stockbridge
Margaret Louise White	Greenfield
Clara Skinner Woodbury	Southampton
Jeannette Woodbury	North Adams

Juniors

Margaret Louise Allen	North Adams
Ruby Ida Barnard	West Hawley
Elizabeth Catherine Blanchard	North Adams
Mattie Madge Bristol	West Stockbridge
Margaret Anna Burke	Florence
Flora Kathryn Burt	Bennington, Vt.
Esther Chain	North Adams
Cora Mary Coffill	North Adams
Mary Frances Connors	North Adams
Bernice Mildred Davis	North Adams
Ethel Mae Davis	Greenfield
Gertrude Ellen Dudley	Pittsfield
Marjorie Abigail Edmunds	Bristol, Vt.
Bessie Margaret Fallon	Williamstown
Jennie Elizabeth Freehoffer	Pittsfield
Elizabeth Gallagher	Pittsfield
Gertrude Lillian Galusha	Williamstown
Sara Genevieve Harris	South Shaftsbury, Vt.
Jane Catherine Judge	Holyoke
Elizabeth Mary Kiley	Northampton
Anna Gertrude Larkin	North Adams
Hannah Elizabeth Lawless	Florence
Gladys Marion Little	Sheffield

Jennie Pomeroy Lockwood	New Marlborough
Ruth Eliza Loomis	Shaftsbury, Vt.
Minnie Esther Lyman	East Northfield
Margaret Jane McCann	North Adams
Helen Louise McCarty	Housatonic
Marguerite Frances McMahon	Pittsfield
Anna Marion Miller	North Chester
Odna Anastasia Monat	Huntington
Margaret Irene Murray	North Adams
Esther Harward Neal	Williamstown
Ruth Leonard New	Great Barrington
Nellie Catherine Norris	Southampton
Christina Cecelia O'Brien	North Adams
Elizabeth Louise O'Connor	Northampton
Mabelle Ruth Raguse	Shelburne Falls
Elizabeth Clara Roach	North Adams
Jennie Rudnick	North Adams
Lucy Winnel Sparrow	North Adams
Rose Elvira Stone	Shelburne Falls
Carrie Topping	Sheffield
Margaret Tower	North Adams
Marion Emily Weld	Clarksburg
Anita Ball Walker	Adams
Adeline Margaret Williams	Haverhill
Mabel Williams	North Adams

KINDERGARTEN PRIMARY COURSE

Seniors

Kathryn Marie Donovan	Cheshire
Helen Lucetta Kay	Adams
Flora Belle Potter	North Adams
Louise Wingate	North Adams

Juniors

Mary Elizabeth Doolittle	Princeton
Frances Lindsey Nickerson	Amherst
Elizabeth Cecilia O'Shea	North Adams
Ruth Duncan Sheldon	New Marlboro
Eva Howard Thompson	Boston

DOMESTIC ARTS COURSE

Seniors

Mary Antoinette Foster	Stamford, Vt.
Johannah Frances Tumpene	Adams

Juniors

Eleanor Brooks Bonnar	North Adams
Anna Churchill	Cambridge
Ruth Florence Dunton	North Adams
Beatrice Alice Gelinas	North Adams
Ruth Faleon Griswold	Shelburne Falls
Evelyn Rose Kay	Adams
Grace Gertrude McKay	Adams
Flora Mildred Oakes	Clarksburg
Elizabeth Veronica O'Hern	North Adams
Elsie Jane Parsons	Adams

SHORT COURSES

Ada Bancroft, Supervisor Sewing	Winchendon
Grace E. Dykeman, Supervisor Handicraft	Winchendon
Emma Flint	Winchendon
Ruth Henry, Supervisor Cooking	Winchendon
Eloise Huntington Boorn	Adams
Josephine Atkins Carpenter	Provincetown
Bernice Beatrice Boyd	West Wardsboro, Vt.
Elizabeth Goold Braley	Putney, Vt.
M. Bell Brown	Eliot, Me.
Alice Emma Browning	Templeton
Belle Mary Cleveland	North Adams
Marion Carter Copeland	Fall River
May Margaret Doherty	Hinsdale
Florence Gertrude Fisher	Halifax, Vt.
Dora Margaret Harwood	North Adams
Elva Winifred Hawkes	Vernon, Vt.
Jennie M. Horr	New Salem
Cecilia Mae Laramee	Hinsdale
Mattie Maude Lesure	Stamford, Vt.
Ruth Adelle Lyman	Huntington
Kathleen Marsh	Dudley

Eleanor K. Richardson	Pelham
Ellen N. Shippee	Monroe
Eloise Lucinda Stedman	Tyringham
Margaret Nathalia Turner	Cummington
May Della Turner	Cummington

SPECIAL INDUSTRIAL ARTS COURSE

John A. Aspinwall	North Adams
Harold Button	North Adams

SUMMARY

Grammar primary course	96
Senior	48
Junior	48
Kindergarten primary course	9
Senior	4
Junior	5
Domestic arts course	12
Senior	2
Junior	10
Short courses	26
Special industrial arts course	2

Certificate Required for Admission to a Preliminary Examination.

_____ 1911.

_____ has been a pupil in the
_____ School for three years, and is, in my
judgment, prepared to pass the normal school preliminary examination in
the following group, or groups, of subjects and the divisions thereof:—

Group II. _____ Group IV. _____

Group III. _____ Group V. _____

Signature of principal or teacher, _____

Address, _____

.....

Certificate of Graduation and Good Character.

THIS IS TO CERTIFY THAT M _____
is a regular graduate of a four years' course of the _____
_____ High School, and that, to the best of my knowledge
and belief, _____ he is a person of good moral character.

_____ *Principal.*

_____ 1911.

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11-12

North Adams Normal School



Catalog and Circular
1912





Straight mine eye hath caught new pleasures
 Whilst the landscape round it measures:
 Russet lawns and fallows grey,
 Where the nibbling flocks do stray;
 Mountains on whose barren breast
 The labouring clouds do often rest;
 Meadows trim with daisies pied,
 Shallow brooks and rivers wide;
 Flowers and battlements it sees
 Bosomed high in tufted trees,—
 Where perhaps some beauty lies,
 The cynosure of neighbouring eyes.

MILTON.

The thunder and lightning, storm and cloud, as well as the soft beauty of colour, and the harmony of mountain outline, have been a part, and a very important part, of their training. * * On these heights such men seemed to have gained something of the strength of Him who dwells in the heavens far above their highest peaks,—“the strength of the hills,” which, as the Hebrew poet says, “is His also.”

HUTCHINSON, in *The Story of the Hills*.

STATE NORMAL SCHOOL

AT

NORTH ADAMS, MASS.

Established June, 1894

CIRCULAR AND CATALOG

For the Year ending June 30, 1912



BOSTON:

WRIGHT & POTTER PRINTING CO., STATE PRINTERS,
18 POST OFFICE SQUARE.

1912.

APPROVED BY
THE STATE BOARD OF PUBLICATION.

CALENDAR

1912

Graduation

Tuesday, June 18, 10 A.M.

Entrance Examinations

Thursday and Friday, June 20 and 21, at 9 A.M.

Tuesday and Wednesday, September 3 and 4, at 9 A.M.

School Year Begins

Training Schools, Tuesday, September 3

Normal School, Thursday, September 5

Thanksgiving Recess

Normal School, Tuesday night, November 26 to Monday night, December 2

Training Schools, Wednesday noon, November 27 to Sunday night, December 1

Christmas Recess

Normal School, Wednesday night, December 18 to Monday night, December 30

Training Schools, Friday night, December 13 to Sunday night, December 29

1913

Spring Recess

Normal School, Friday night, March 21 to Monday night, March 31

Training Schools, Friday night, March 21 to Sunday night, March 30

Graduation

Tuesday, June 17, 10 A.M.

Entrance Examinations

Thursday and Friday, June 19 and 20, at 9 A.M.

Tuesday and Wednesday, September 2 and 3, at 9 A.M.

Sessions are from 9 A.M. to 12 M., and 1.30 P.M. to 4 P.M. Saturday sessions are omitted.

Entrance examinations on the dates given above begin at 9 o'clock A.M., in the assembly hall. Candidates are to be present at the opening and on both days. They should come prepared to stay in September, as the term begins on the following day.



STATE NORMAL SCHOOL

AT NORTH ADAMS, MASS.

LOCATION

North Adams is distinctly picturesque. The elevations that surround the city are among the most attractive of the Berkshire Hills. On the north side are rounded domes of the Green Mountains, on the east the abrupt wall of Hoosac Mountain overhangs the city, while on the south-west border rise the outlines of massive Greylock, the highest peak in Massachusetts.

On the westerly slope of an eminence rising several hundred feet above the river are situated the school buildings. Of the many beautiful locations in Berkshire County, the one chosen is remarkably fine. The city of North Adams was both wise and generous in its gift of a location.

The city is easily reached from the east and west by the Fitchburg Railroad, from the south by the Boston & Albany road. Electric cars connect the city with Williamstown and other towns to the west, with Adams and other towns southward through Berkshire County.

BUILDINGS

The school building, the dormitory, and the principal's house in exterior are of yellow brick and white marble, with metal roofs. The school building, in Italian style, is one hundred and fifty-two feet long, eighty-four feet deep, and three stories and basement in height. It is of slow-burning construction, the floor timbering and roof being carried with steel beams and trusses. The arrangement of stairways, which are iron, gives easy and safe egress.

In the basement are the boiler, engine, fuel, heating, and repair rooms, rooms for manual training, and a photographic dark room; in the first story, printing room, lunch, cloak, coat, and toilet rooms, and four natural science laboratories; in the second story, the assembly hall, office, libraries, and class rooms for language, mathematics and music; and in the third story, the physical and chemical laboratories; the kitchen, dining room, and chamber; the kindergarten room, and the art rooms.

REQUIREMENTS FOR ADMISSION

I Candidates for admission to any one of the Massachusetts State normal schools must have attained the age of seventeen years complete, if young men, and sixteen years, if young women; must be free from diseases or infirmities which would unfit them for the office of teacher, and must present certificates of good moral character.

The State Board of Education adopted the following vote March 7, 1901:—

That the visitors of the several normal schools be authorized and directed to provide for a physical examination of candidates for admission to the normal schools, in order to determine whether they are free from any disease or infirmity which would unfit them for the office of teacher, and also to examine any student at any time in the course, to determine whether his physical condition is such as to warrant his continuance in the school.

They must also present detailed records of scholarship from the principal of the high school, or other school in which preparation has been made, showing the amount of time given to individual subjects and the grade therein.

II Candidates must present by examination or certificate satisfactory evidence of preparation in the following subjects, 14 units being the requirement for admission. A unit represents a year's study in any subject in a secondary school, constituting approximately one-quarter of a full year's work.

A *Prescribed Subjects.* — Three units.

- (1) English literature and composition, ... 3 units

B *Elective Subjects.* — At least 7 units from the following subjects: —

- | | |
|---|---------|
| (2) Algebra, ... | 1 unit |
| (3) Geometry, ... | 1 unit |
| (4) History, ancient, mediæval and modern, English, or
American, including civics, ... | 1 unit |
| (5) Latin, ... | 2 units |
| (6) French, ... | 2 units |
| (7) German, ... | 2 units |
| (8) Drawing, ¹ | 1 unit |
| (9) Physics, ... | 1 unit |
| (10) Chemistry, ... | 1 unit |
| (11) Biology, botany or zoölogy, ¹ | 1 unit |
| (12) Physical geography, ¹ | 1 unit |
| (13) Physiology and hygiene, ¹ | 1 unit |

For the present, the topics included within the foregoing subjects will be such as are usually accepted by Massachusetts colleges for entrance. The outlines submitted by the College Entrance Examination Board (sub-station 84, New York City) will be found suggestive by the high schools.

C *Additional Subjects.* — At least 4 units additional from any of the foregoing subjects, or other subjects approved by the secondary school towards the diploma of graduation of the applicant.

III *Examinations.* — Each applicant for admission, unless specifically exempted by the provisions of sections IV and V must pass entrance examinations in the subjects required under "A" and "B." Examinations in these subjects will be held at each of the normal schools in June and September of each year. Candidates applying for admission by examination will present credentials or certificates from their schools to cover the require-

¹ Half units in these subjects will also be accepted.

ments under "C" and will not be given examinations in these subjects.

IV *Division of Examinations.* — Candidates for admission to the normal schools may take all of the examinations at one time, and any or all of them may be taken either in June or in September. If the examinations are divided, the candidate will receive no credit for the first examination, unless he passes in at least 5 of the 10 units required. Examinations may not be divided between different years.

V *Admission on Certificates.* — Candidates from public high schools which are on the certificate list of the New England College Entrance Certificate Board, or from public high schools approved by the State Board of Education, for this purpose, may be exempted from examination in any of the subjects under "A" and "B" by the principal of the normal school on the basis of a record of at least 80 per cent. or "B" in such subject during the last year in which such subject has been pursued, when the principal of the high school shall have certified his belief that the candidate is able to do satisfactory work in the normal school. Such candidates will present credentials for the subjects under "C."

VI *Admission as Special Students.* — Graduates of normal schools and colleges and persons having had satisfactory experience in teaching may be admitted as special students, under such regulations as the Board may prescribe.

TIMES OF EXAMINATION AND ADMISSION

Examinations for admission to the normal school are held at the close of the school year in June, and also at the beginning of the school year in September, as stated in the calendar. Candidates are advised to present themselves at the first examination.

New classes are admitted to the normal schools at the beginning of the fall term. Candidates should come in September prepared to stay, as regular work begins on the day following

the examinations. In exceptional cases admissions to classes already formed are allowed at the beginning of the second term.

ELEMENTARY COURSES

The elementary courses of study are designed primarily for those who aim to teach in the public schools below the high school grade.

GRAMMAR-PRIMARY COURSE

It comprises substantially the following subjects:—

I The study of the educational values of the following subjects and of the principles and methods of teaching them:—

(a) English, — reading, oral and written composition, grammar, English and American literature.

(b) Mathematics, — arithmetic, geometry.

(c) History, — history and civil polity of the United States and of Massachusetts. Economics.

(d) Science, — physical science, minerals, plants, animals, geography, physiology and hygiene.

(e) Physical training, vocal music, drawing and painting. Handicraft in paper, wood, metal, leather, and clay; winding, weaving, basketry, chair seating, braiding, knotting, knitting, crocheting, stenciling, mounting, assembling. Sewing, embroidery, cooking and serving, house cleaning. Gardening.

II (a) The study of man, body and mind, for the principles of education; the study of the application of these principles in school organization, school government, and in the art of teaching; the history of education; the school laws of Massachusetts.

(b) Observation and practice in the training schools.

The time required for the completion of this course depends upon the students. It may not exceed two years for those of satisfactory preparation and superior ability; for others, three years are needed to do the work properly. In many cases more than two years are insisted upon. A diploma is given when the course is satisfactorily completed.

A THIRD YEAR FOR PRACTICE AND STUDY

The board of visitors and the principal of any normal school may arrange for its students a third year of study and of practice in teaching whenever, in their judgment, such action is desirable. The object is a more complete mastery of the topics arranged for the regular two years' course, as well as further experience in teaching.

For students signifying at their admission their intention of pursuing a three years' course, it will be arranged so that elective subjects may be begun early in the course, instead of being postponed to the third year.

THE KINDERGARTEN-PRIMARY COURSE

The principles which control kindergarten instruction apply not alone to children three or four years of age but as well to the whole phase of early childhood, the period extending from two or three to seven or eight years of age. Kindergarten and primary instruction differentiate not in principle, not in general method, but in adaptation of ways and means to the tendencies and growing powers prominent at that period. The process is continuous, the objects studied vary, constructive power widens in application, the use of symbols becomes increasingly prominent. The course as planned and practiced trains teachers to work in the kindergarten with due regard to succeeding years of growth of children, and in the primary grade with due regard to previous training and later growth. For such teachers the demand exceeds the supply.

The kindergarten-primary course omits portions of the grammar-primary course and substitutes subjects pertaining directly to early childhood and the kindergarten. It requires two years at least for completion. The greater portion of the practice teaching is done in the primary or kindergarten grades, according to the fitness of the student.

To enable students to become highly efficient principals of

kindergartens a third year of advanced kindergarten study and responsible control has been arranged. Extra facilities are afforded for study and practice in the first grade primaries.

The conditions of admission are the same as for the grammar-primary course. In addition, there should be some facility in playing the piano and singing, if the better positions are to be secured. Students pay the cost of material taken away, but this expense does not exceed five dollars for the course.

ELEMENTARY AGRICULTURE: NATURE STUDY

This course is arranged to prepare departmental teachers of school and home gardening and nature study in grades preceding the high school.

The length of time required to complete this course depends on the scholarship and previous teaching experience of the candidate. A graduate of a first-grade high school who has had no experience in teaching requires three years usually to do the work; a graduate of a Massachusetts normal school, if without experience in teaching, requires one year. The time required by college graduates and by teachers of recognized ability is determined by individual considerations.

I Agriculture — Soils. Plant life, structures, functions, and diseases. Fertilizers, tillage, crops. Hotbeds, cold frames, and greenhouse. Farm live stock, poultry, bees. Dairy.

Horticulture — Flower and shrub gardens. Window gardens. Propagation, pruning, and cultivation. Orchards and small fruits. Forestry.

Insects and Birds — Economic importance. Control of injurious insects.

Farm Buildings and Machinery.

Sanitary Science.

Agricultural physics and chemistry involved in preceding topics.

Rural Social Science.

II Nature Study — Its content and relation to science, literature, and agriculture.

III Manual Training — Carpentry, cabinet work, forge work, assembling farm machinery.

Drawing — Freehand and mechanical, structural and decorative design, use of color, farm and building plans.

IV English.

V Pedagogy.

INDUSTRIAL ARTS

For Instructors in Elementary Grades

I Construction — Carpentry, cabinet work; forging, piping; textile weaving, basketry, raffia work; leather work, book-binding; clay modeling; paper folding and cutting, box making; stenciling and block printing. Printing — Card, book, and display work.

II Design — Constructive, decorative, color. Pictorial drawing.

III English.

IV Pedagogy.

DOMESTIC ARTS

For Instructors in Elementary Grades

Candidates for this course must present evidence of skill in cooking and serving before acceptance to this course.

I Cookery — Breadstuffs, meats, fruits, vegetables; canning and preserving; frozen, fancy dishes; for the sick; marketing.

Sewing — Plain sewing, garment making, dressmaking, measuring and making patterns.

Millinery — Framing, covering, trimming.

Embroidery, knitting, and crocheting.

Handicraft.

Laundrying — Preparation of clothes for laundry; cleansing, drying, starching, folding, ironing; use of soaps, washing powders and other cleansing materials, removal of stains.



Sanitation — Water supply, plumbing, drainage, heating, lighting, ventilation, disinfection; cleaning, sweeping, dusting.

Emergency aid and home nursing.

II Drawing — Freehand and mechanical, structural and decorative design, use of color; study of fabrics for weaving apparel, house furnishing.

III English.

Hygiene, botany, zoölogy, physics, chemistry, with especial relation to the practical arts.

IV Pedagogy.

In every industrial course, such work in grammar, literature, and business correspondence will be required as may be necessary to ensure correct speech, good taste, and discriminating, courteous correspondence.

Arithmetic or geometry will be required according to the needs of the courses and the scholarship of the student. In each course the subjects will be studied in their practical relations.

The sciences — physics, chemistry, mineralogy, botany, zoölogy, physiology, geography — will be required according to their respective values in the industrial courses. Each science is taught from the practical, not the theoretic, viewpoint. Scholarship is measured by the scientific knowledge used and not by the scientific information acquired.

SPECIAL COURSES

Graduates of normal schools, colleges and universities may elect a course which may be completed in one year, and when such course is successfully completed they shall receive a certificate for the same. Candidates are admitted to this course without written examination. If the course be extended to two years a diploma will be given.

Teachers of several years of successful experience in teaching, who give evidence of maturity, good scholarship, and of

aptness to teach, may select a course, including the course in psychology and pedagogy. Candidates are admitted to this course without written examination. Not less than twenty periods per week are required. A certificate is given for a course of one year, a diploma for a course of two years.

SHORT WINTER COURSES

Teachers desirous of spending their vacations at the school are cordially invited to come at any time. Observation work, study of elected subjects, participation in regular and special courses, and preparation of teaching material are offered in all departments of the normal and training schools. There will be afforded every facility for study, the work being adapted to the wishes and capabilities of applicants in so far as the permanent needs of the school permit. There is no summer session. During January, February, and March separate classes for vacation students are conducted in the following subjects: —

Arithmetic — Everyday activities which require the use of number. What and how children learn naturally about number out of school and what to do in school. How to study a store and how to conduct a store in the school room. How to use home, store, and farm accounts. Practical exercises in measuring length, area, volume, weight, capacity, value. What fractions are used in ordinary daily business and how. Business practices in percentage. Agricultural arithmetic.

Natural steps in all arithmetical solutions. How to think, diagram, explain and figure problems. Business modes of securing accuracy and speed.

Constructional Geometry — How to use objects of all kinds in teaching form. How form underlies all number, all drawing, all construction. How to teach use of ruler, card and compasses. Easy mechanical drawing for all grades, and its connection with arithmetic and construction work.

Drawing — Freehand pencil and brush work lessons in form, color and design as related to construction and home decoration.



Story Telling — How children tell and learn to tell stories before coming to school. How to continue with younger grades. How to use a book in learning to tell a story.

Reading — How children learn to talk, act, converse, dramatize before coming to school. The purposes of silent and oral reading. What is meant by the thought, sentence, action, word, and phonic methods. Importance of a definite purpose and consistent method. Prevailing defects and their prevention in the reading of grammar pupils.

Story and Letter Writing — How to secure free writing, sentence making, paragraphing, and punctuation.

Literature — Its value and place in primary grades; in grammar grades. Methods of teaching.

Grammar — What and how children learn naturally. How analysis of sentences is easy and leads to appreciation of literature. How the study of the parts of speech can lead to correct expression.

Spelling — Written and oral, importance of each. How to secure interest, accuracy, and speed.

Plant Study — Growth of bulbs, green wood cuttings (slips), seeds, and preparation for gardening.

Geography — Relation of outdoor work to study of pictures, sand models, and maps. Continents, with special attention to ways of using text-books. Nations, with application to commercial geography.

History — Great days. Biography. Inventions. Cause and effect.

Emergency Practice — Adapted to experiences of children.

Sanitation and Temperance Instruction — What, how, and when.

Seat Work — Kinds and uses appropriate to the several primary grades.

Industrial Work — Special opportunities have been arranged for instruction and practice in the forms of work feasible in district schools.

Child Study — Phases of life and their relation to teaching.

Children's Games — Indoors and on the playground.

Lesson Plans — Value and use.

Programs — The variety and distribution of subjects taught in district schools will be thoroughly discussed and programs made.

For cost, see page 31.

CORRESPONDENCE COURSES

The *purpose* of these courses is to aid teachers —

Who have had no professional training at a normal school.

Who have taken short winter or summer courses.

Who have taken special courses.

Who have not been able to complete regular diploma courses.

Who are graduates of normal schools but who wish special aid in organizing the practical arts ("industrial work," "seat work," "occupation work," etc.), or who wish to study certain subjects more extensively or to prepare to teach new subjects.

The *co-operation of the superintendent* is of vital importance. With his approval and aid the correspondence lessons can be put into daily practice. Copies of lessons and directions to corresponding students are sent to the superintendent. In short, it is preferred that the superintendent should be the active agent of the normal school in conducting these courses.

The *conditions of admission* to correspondence courses are —

The applicant may be any teacher in active service or who plans to return to active service.

The applicant may be a person who has entered a Massachusetts normal school by certificate or examinations or both, or who is unable to remain for resident study.

A testimonial of good character and of fitness for the work must be presented from the superintendent or other competent judge.

The registration paper and testimonials must be acceptable to the principal of the normal school.

The normal school reserves the right to discontinue the work of any student for reason of poor or irregular work, nonpayment of incidental expenses, nonsuccess in actual school work, or of character.

The *courses given* are limited to those subjects or parts of subjects which can be pursued satisfactorily by correspondence. Subjects or parts of subjects which require the use of a laboratory or the personal presence of the instructor are not undertaken. The choice of subjects depends on the scholarship of the applicant and the opportunity to put the subjects and methods into practice.

The *scope of each course* is as follows: —

Investigation of the —

- Related experiences of the pupils
- Content and divisions of the subject
- Value of the subject to the learner
- Relation of the subject to other subjects
- Natural mode of learning the subject

Organization of habits of —

- Thinking in orderly manner
- Distinguishing essentials
- Condensing thought into topics
- Adapting the subject to the —
 - Experiences and interests of the learner
 - Aim of the teacher
 - Limitations of the program, etc.

Expression in appropriate manner

- Construction
- Drawing
- Speech
- Script

Extension of scholarship, to —

- Get wider and more accurate knowledge
- Appreciate interrelations of parts of the subject
- Value the subject in relation to other subjects
- Discriminate leading facts more wisely
- Meet emergencies, be resourceful
- Express in forms adapted to the pupil and the subject

Preparation of lesson plans for —

Teaching new lessons

Conducting recitations

Promoting individual and group work

Drilling

Examining

Each plan includes —

Purpose of the teacher

Selection of the project, object, or subject

Arrangement of topics and order of procedure

Preparation of material to be used

Method of conducting the work

Teaching under observation

The *method of work* is —

Co-operation with the superintendent.

Choice of subjects to be determined in part by the present scholarship of the candidate, but more largely by the opportunity for practice and the availability of material.

Study of subject and method in accordance with outlines and lesson plans prepared by normal school instructors. Submission of recitation papers, one lesson at a time, to the instructor, who will correct and return the same at his early convenience.

Practice of the manner and method of corrected lessons on the teacher's own pupils. In case the method is not approved by the superintendent for habitual use, the student must give satisfactory evidence of understanding the methods, both of the superintendent and the normal school instructor. The first purpose is to teach to understand and discriminate the excellences and defects of the method which is in use, then to advocate the definite practice of a safe and sound method.

Written examinations, testing knowledge of facts and of methods, must be passed in all subjects studied, either at the normal school or under outside supervision approved by the normal school.

The assistance of the superintendent is expected in encouraging the study and practice by the teacher. The superintendent,

on request, sends to the normal school instructor a written judgment of the teacher's progress in teaching and his recommendation as to changes in the work or as to the credit to be allowed.

Visits are made by the instructor from the normal school to the class rooms of the corresponding teachers to observe the work and give personal aid, if distance and expense permit.

Credit for work accomplished is given as follows:—

A certificate is given for the satisfactory completion of each course, which credit counts for full value toward a diploma.

All credits gained by correspondence work are added to those gained by resident work at the normal school.

One year of resident work at the normal school is required to complete the course of study prescribed by the Board of Education.

A diploma is granted to a student who completes satisfactorily all the subjects of the course, in part by correspondence, in part by one year of resident work.

The *books* necessary for each course are designated in each series of lessons. Correspondence students are advised to buy certain books which have been proved of permanent value. The normal school loans books to accredited students on receiving an advance deposit for each book loaned, of fifty cents for each old book and of one dollar for each new book. The money placed on deposit is repaid immediately on receipt of the books loaned.

The *lesson plans and topics* if in print are bought by the students. They are free if in the instructor's script. Payment is made in advance for the lesson plans or topics.

No *registration or tuition fee* is charged any legal resident of Massachusetts. The usual items of expense are printed notes, paper, postage, and books.

To students who are nonresidents of Massachusetts the tuition fee (paid in advance) for a course varies from one to five dollars according to the number of lessons in the course. The tuition fee for two years of resident work at a Massachusetts normal school is one hundred dollars. The total fees for cor-

respondence and resident work combined in securing a diploma do not exceed one hundred dollars. If the total fees for correspondence courses exceed fifty dollars to any nonresident of Massachusetts the fee for one year of study at the normal school is proportionately less for that student.

GRAMMAR-PRIMARY COURSE.

JUNIOR CLASS		SENIOR CLASS	
First Term	Second Term	Third Term	Fourth Term
Drawing 3 Music 4 Gymnastics 2 Handicraft 2 Language 1 Physical science 3 Mineralogy, soils 2 Hygiene 3 Geometry 4 Penmanship Child study: — 4 Individuals Groups	Drawing 3 Reading 3 Gymnastics 2 Handicraft 2 — Physical science 4 Botany, gardening 3 Sanitation 1 Arithmetic 6 Child study 1 Practice teaching 3	Drawing 3 Grammar 3 Gymnastics 2 Cooking 2 Literature 3 Geography 4 Zoölogy 2 History 4 — Organization 1 Practice teaching 4	— Reading 3 Gymnastics 2 Sewing 2 Literature 3 Geography (half term) 5 History of education, school laws (half term) 2 Social economics (half term) 3 Psychology and pedagogy 5 Management 1 Practice teaching (half term) 10

NOTE. — Figures indicate the number of periods per week.

KINDERGARTEN-PRIMARY COURSE.

JUNIOR CLASS		SENIOR CLASS	
First Term	Second Term	Third Term	Fourth Term
Drawing 3 Music 4 Gymnastics 2 Handicraft 2 Language 1 Mineralogy, soils 2 Hygiene 3 Geometry 4 Penmanship Child study 6 Kindergarten-primary pedagogy 3	Drawing 3 Reading 3 Gymnastics 2 Handicraft 2 — Botany, gardening 3 Physical science 4 Arithmetic 5 Child study 1 Practice teaching 3 Kindergarten-primary pedagogy 2	— Grammar 3 Gymnastics 2 Cooking 2 Literature 3 — Geography 4 — Organization 1 Practice teaching 10 Kindergarten-primary principles 3	— Reading 3 Gymnastics 2 Sewing 2 Literature or economics (half term) 2 History of education (half term) 2 — Education 5 Management 1 Practice teaching 10 Kindergarten-primary principles 3

DOMESTIC ARTS COURSE

JUNIOR CLASS		SENIOR CLASS	
First Term	Second Term	Third Term	Fourth Term
Drawing 3	Drawing 3	Drawing 3	-
Music 2	-	-	-
Gymnastics 2	Gymnastics 2	Gymnastics 2	Gymnastics 2
Handicraft 2	Handicraft 2	Grammar 3	Reading 3
Language 1	Arithmetic 5	Literature 3	Economics (half term) 3
Physical science 3	Physical science 4	Geography 4	History of education, school laws 2
Mineralogy, soils 2	Botany, gardening 3	Zoölogy 2	Geography (half term) 5
Chemistry of cook- ing 2	Chemistry of clean- ing 2	-	Millinery (half term) 3
Household arts 2	Household arts 2	-	Drafting (half term) 2
Cooking 2	Sanitation 1	Cooking 5	Sewing 2
Hygiene 3	Child study 1	Organization 1	Education 5
Child study 4	Practice teaching 3	Practice teaching 5	Management 1
			Practice teaching (half terms) 3 and 10

EQUIPMENT

The four natural science laboratories are arranged in sequence, and by means of specimens and models in wall cases is displayed the progression of mineral, plant, and animal life to its development in man. Banks of drawers are provided for type collections and table drawers for working collections and tools. In the instructors' laboratories are reserve specimens, models, pictures, charts, and diagrams. All the science laboratories are well equipped for individual experimentation.

The domestic science equipment includes a kitchen, dining room, chamber, laundry, and sewing room in the school building and all the appointments in the dormitory.

The gardens contain a little more than three acres, and are devoted to school gardening, agriculture, and horticulture. The greenhouse measures 25 by 36 feet, the tool house 42 by 16 feet.

The practical arts equipment includes also four wood and

metal working rooms; a shoe repairing equipment; a room furnished with ordinary tables for working with paper, cardboard, reed, raffia, leather, and clay; a printing room.

The forge shop, 32 by 60 feet, is equipped with eighteen forges and benches.

The mathematical department is supplied with collections of commercial and conventional objects for individual use and class observation in the study of geometry and arithmetic, in their appropriate development through all grades, including those of the high school.

The historical and literary departments are supplied with several hundred classified pictures and numerous charts.

The art departments are equipped with adjustable tables, models, type and ornamental forms, pictures, drawings, casts, and textiles illustrative of the phases of modern art teaching.

The musical equipment includes a gramophone with three hundred selections, and four pianos.

The library has been selected with especial reference to the needs of teachers. Department libraries are proportionately represented. Magazines and pamphlets for general culture and departmental study are numerous. The pamphlet division already includes several thousand copies.

An electric projection lantern and numerous slides have been provided. The lantern can be used in several different rooms, and supplements the work in the various sciences, in literature, and in art.

The gymnasium is located in the dormitory and is well equipped with apparatus, shower baths, and lockers. Lawn areas are very ample for out-door games, for which much material is supplied.

DESIGN OF THE NORMAL SCHOOL

“The design of the normal school is strictly professional; that is, to prepare in the best possible manner the pupils for the work of organizing, governing, and teaching the public



schools of the Commonwealth" (Board of Education, May 6, 1880).

The work of each department is to secure these ends:—

Students — The leading motive and continuous effort are to change the student's point of view from that of the pupil to that of the teacher, to inspire him with the spirit of the true teacher, to train him to the noblest ideals and best habits of personality, thinking, teaching, and social service.

Children — The student is placed from the beginning of his course in immediate and close contact with children, that through them there may be revealed to him such appreciation of individual children and understanding of child life in general as will impress upon his mind the necessity of their interests being his chief concern. That schools should be organized to satisfy the needs of children, that school management is the process of securing self-control by the children, that children should be taught, rather than subjects, are truths which are presented as of fundamental importance.

Subjects — The thought of the student is carefully directed to the subjects of a public school course. Each subject is organized for instruction by deriving the content from the social experiences of the children and arranging it to follow their growing abilities, not the arbitrary order of a text-book. The appropriate sources of knowledge are found, the prominent processes of acquisition are emphasized, and corresponding forms of expression exemplified. The vocational and cultural values of each subject are discussed. Stress is laid upon accuracy of knowledge and the use of each subject as a *means* and not an end in education. Natural and helpful correlations of subjects are made and the place of each in a course of study indicated.

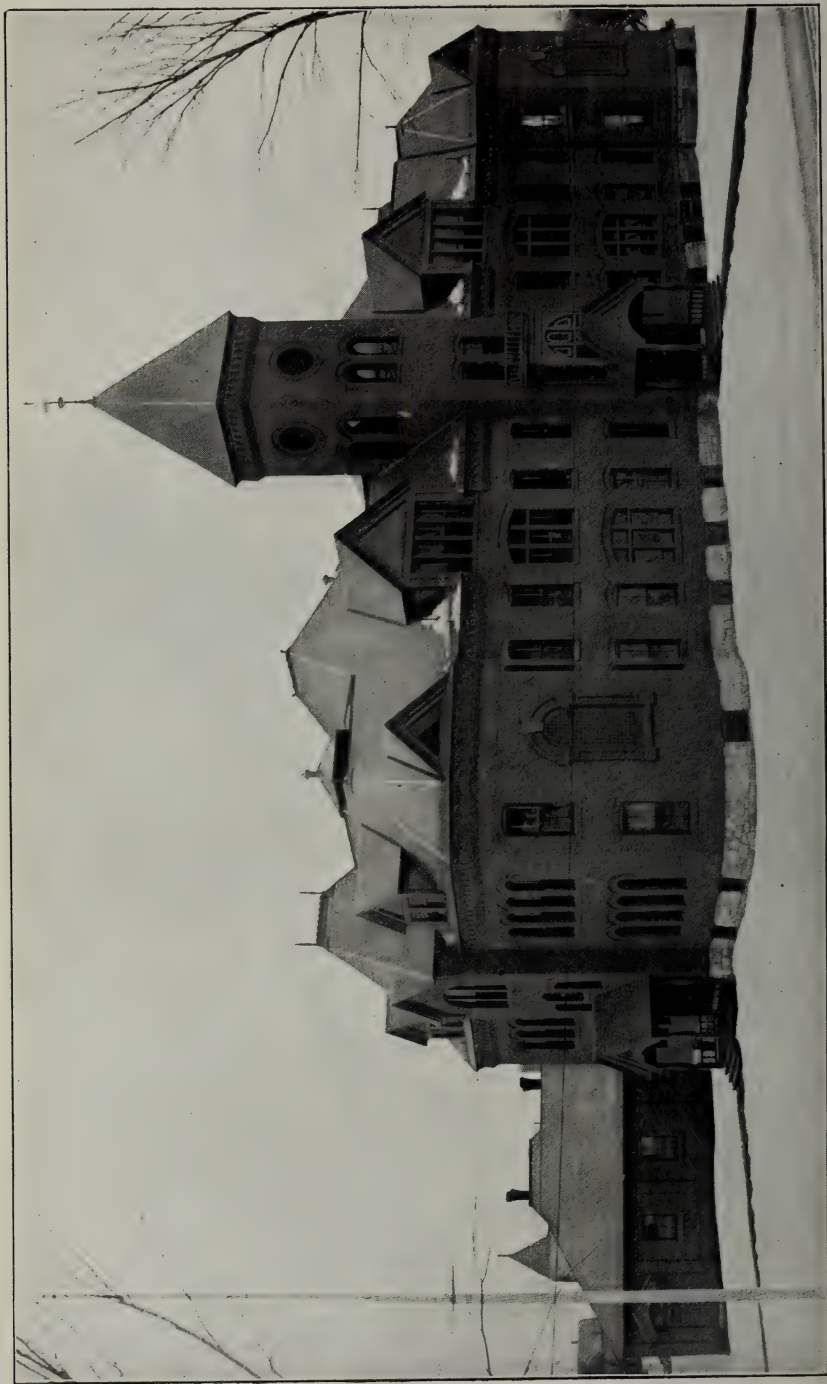
Teaching — The process of learning is distinguished from the process of teaching, the student being led to perceive most definitely that in learning the pupil concentrates his thought upon the object, that in teaching the teacher concentrates his thought upon the student's mental process of learning. Students

are led to discover by personal observation that the teaching process consists of two parts, namely, preparatory thought (*i.e.*, lesson planning) and consequent instruction (*i.e.*, teaching). Lesson plans are derived by the students from the study of children in their free work and play, from observed teaching and the study of typical plans, and are found to include consideration of (1) aims, that is, needs of the children to be satisfied; (2) right mental activity of the child; (3) appropriate sources of knowledge and interest. Lesson teaching is perceived to be (1) skillful use of sources of knowledge and interest, (2) which use stimulates right activity in each child, (3) and enables him to satisfy his needs. Students, by practice in writing lesson plans and in teaching children in accordance with the plans, become certain that intimate knowledge of children and thorough lesson planning are, together with the personality of the teacher, the vital conditions for successful teaching; that lesson plans may free the teacher of the burden of the subject, and enable him to attend discreetly and heartily to the needs and interests of the children. Similarly, the place and purpose of recitations, drills, examinations, and criticism are brought before the pupils for consideration and judgment.

Organization — The principles underlying the organization of a school are arrived at by the students by direct study of the training schools and other schools they have experienced, by consideration of children's needs as individuals and as members of society, and by use of the experience of teachers and other educational authorities.

Government — Students are led, by review of their own experiences in conforming, obeying, and controlling, by the testimony of others, by their knowledge of children, by their efforts in the training school, and by their study of psychology, to understand the relations between knowing, feeling, and doing, to value and use the instinctive reactions, and to attempt to form habits in themselves and children of right self-activity for the sake of self-development and service to others.





GYMNASIUM

MARK HOPKINS SCHOOL

The school laws of the State receive due and appropriate study, in connection with the consideration of organization, government, and the history of education.

TRAINING SCHOOLS

MARK HOPKINS SCHOOL, NORTH ADAMS

On a lot adjacent to the normal school lot is a brick building, containing twenty class rooms, an assembly hall, two large basements, playrooms, a woodworking room for the kindergarten and primary grades, the motor and boiler rooms. In an annex is the gymnasium, forty by seventy-two feet, supplied with apparatus sufficient for the accommodation of classes of forty pupils each. All grades are represented, beginning with the kindergarten and extending through nine years of primary and grammar work to the high school. There are eighteen rooms, in each of which is a regular teacher in charge of a class not exceeding forty pupils. The principal is free for the direct observation and instruction of the normal students.

BRIGGSVILLE SCHOOL, CLARKSBURG

This training school is located in a typical mill village about three miles from the normal school, and is reached easily by electric cars. The building is modern, roomy, and heated by furnaces. The grounds are scanty. Each of the two rooms contains forty pupils, classed in four grades. The educational problems are distinctly those of a country mill village.

BROAD BROOK SCHOOL, WILLIAMSTOWN

The Broad Brook school is located in a farming district and is definitely a rural school, with the usual social problems pertaining thereto. The building is without modern conveniences, but the yard is roomy and the views magnificent. In each of the two rooms is a school of thirty-five pupils, the oldest grade being the sixth. The school is about five miles from the normal school, and is reached by electric cars.

These three training schools afford unusual opportunities for the study of children and the practice of teaching. Students begin their work in this department immediately after their admission and continue it regularly throughout the course. The rapidity of progress of the training school work depends on the ability and previous experience of the student. Definite oral instruction and printed schedules guide the observation of children individually, in groups, in classes, and the observation of teaching and control. In general the order of work is as follows:—

First Year—First term: observation of individual children and of groups begun. Second term: observation of the class for prevailing and peculiar qualities; observation of teaching and control emphasized; assisting special pupils.

Second Year—Third term: study of school organization and management, and assisting in teaching and management. Fourth term: practice in teaching, the amount of responsibility conferred depending on the ability of the student.

Third Year—Responsible charge of classes, elective work. Students who have taught successfully before entering are given opportunities for responsible practice in teaching and disciplining as early in the course as their abilities warrant.

Close and appropriate supervision and instruction are given students by regular teachers in all the grades and by the principals of the various departments.

TACONIC HALL

The material of the dormitory is yellow brick and white marble, thus carrying out the color scheme. The building is 156 feet long and 100 feet wide, the courtyard being about 58x70 feet. On account of the slope of the land the basement floor is at grade with the courtyard, thus securing dry and light living rooms and making the wings as seen from the courtyard three stories high. The balcony over the east porch



Music

Reading

Reception

ASSEMBLY HALL



is available for persons living on the third floor, and the two west balconies accommodate those living on the first and second floors. Two guest rooms are provided for parents and friends. Two hospital rooms, with suitable furniture and intervening bath room, are on the third floor. The building is heated by steam and lighted by electricity. A subway connects the dormitory and the school building, affording easy access to the gymnasium and protection during inclement weather.

Unusual facilities are provided for cultivating a homelike, social life. The rooms of the first floor afford opportunities for all forms of mental enjoyment, and the gymnasium in the basement is convenient for daily evening physical play.



Two students occupy one room. Each room is supplied with chairs, study-table, book-case, bureau, commode, screen, two couches (three feet wide), mattresses, pillows, coverlets, and rugs. Each boarder brings bedding, towels, napkins, napkin ring, and two clothes bags.

All articles sent to the laundry must be distinctly and indelibly marked with the owner's name in full. Trunks also must be marked so as to be easily identified.

Rooms are assigned to entering students according to priority of application, preference being given to residents of Massachusetts.

EXPENSES

TUITION is free to all residents of Massachusetts. . "Each pupil from another state than Massachusetts attending a normal school supported by this state shall pay to the principal of the school attended, at the beginning of each half-year session, the sum of twenty-five dollars for the use of the school."

TEXT-BOOKS and supplies are free, as in the public schools.

STATE AID, not exceeding one dollar and one-half per week, may be granted to deserving persons after they have been in attendance for at least one term, provided they are residents of Massachusetts, and do not live in towns where the normal schools are situated.

BOARD — The regulations of the Board of Education require that the boarders shall pay the current expenses, which include table board, heating, lighting, laundry, and service. The price of board in each of the boarding halls connected with the normal schools of the State is \$160 for the school year, payable in advance, in four payments, one every ten weeks, beginning with the opening of school in September.

The object of this payment in advance is to secure the purchase of supplies at wholesale cash prices, thereby lessening the cost of supplies and saving to each boarder much more than the interest of the money advanced.

When pupils leave the school before the expiration of a term, money paid in advance will be refunded pro rata. No deduction is made for absence from the hall of less than one week.

If there are vacant rooms, those who wish to room alone may do so, on payment of the additional charge of seventy-five cents per week.

EMPLOYMENT — Capable and reliable students can reduce their expenses by assisting in the household work, for example, by waiting on table, washing silver and glass, etc. Efficiency,

need, and priority of application control the appointments. The amounts thus earned vary from \$0.75 to \$1.50 per week.

SHORT COURSES — To short-course students living two in a room the cost is \$4.50 per week, including bed-clothing, towels, napkins and laundry. The cost to students living one in a room is \$5 per week. Tuition is free. Text-books are loaned to students. The cost for stationery and industrial material is small.

STUDENTS

GRAMMAR-PRIMARY COURSE

Seniors

Margaret Louise Allen	North Adams
Elizabeth Catherine Blanchard	North Adams
Delia Anne Boland	North Adams
Mary Ruth Brown	North Adams
Mary Ellen Burke	Adams
Flora Kathryn Burt	Bennington, Vt.
May Louise Cassidy	Sheffield
Esther Chain	North Adams
Cora Mary Coffill	North Adams
Helen Rose Connor	Holyoke
Mary Frances Connors	North Adams
Bernice Mildred Davis	North Adams
Ethel Mae Davis	Greenfield
Gertrude Ellen Dudley	Pittsfield
Bessie Margaret Fallon	Williamstown
Jennie Elizabeth Freehoffer	Pittsfield
Elizabeth Gallagher	Pittsfield
Sara Genevieve Harris	South Shaftsbury, Vt.
Rose Marie Johnson	Holyoke
Jane Catherine Judge	Holyoke
Elizabeth Mary Kiley	Northampton
Hannah Elizabeth Lawless	Florence
Gladys Marion Little	Sheffield
Ruth Eliza Loomis	Shaftsbury, Vt.
Ruth Adelle Lyman	Huntington
Kathleen Marsh	Dudley
Margaret Jane McCann	North Adams
Helen Louise McCarty	Housatonic
Marguerite Frances McMahon	Pittsfield
Mary Agnes Mc Nerney	South Deerfield
Anna Marion Miller	North Chester

Odna Anastasia Monat	Huntington
Margaret Irene Murray	North Adams
Esther Harwood Neal	Williamstown
Nellie Catherine Norris	Southampton
Christina Cecelia O'Brien	North Adams
Elizabeth Louise O'Connor	Northampton
Elizabeth Clara Roach	North Adams
Jennie Rudnick	North Adams
Lucy Winnel Sparrow	North Adams
Rose Elvira Stone	Shelburne Falls
Carrie Topping	Sheffield
Margaret Tower	North Adams
Alice Marie S. Troy	West Stockbridge
Marion Emily Weld	Clarksburg
Adeline Marguerite Williams	Haverhill
Mabel Williams	North Adams

Juniors

Frances Barrett	Adams
Pauline Lloyd Beadles	North Adams
Frances Casilda Berard	North Adams
Clara Frances Bicknell	Charlemont
Gertrude Bicknell	Charlemont
Elsie May Blanchard	North Adams
Eloise Huntington Boorn	Adams
Grace Elizabeth Burns	Lee
Dorothy Lyman Burt	Easthampton
Elaine Cecelia Cavanaugh	Lee
Genevieve Louise Cavanaugh	Lee
Katherine Clark	Amherst
Lucy Margaret Cummings	Richmond
Mary Veronica Cummings	Richmond
Marion Cordelia Donelson	Colrain
Maud Abigail Edson	Bennington, Vt.
Mabel Veronica Flaherty	North Adams
Monica Adelaide Flynn	North Adams
Mary Hannah Gleason	North Adams
Era Grace Grout	East Arlington, Vt.
Nora Helen Hanley	Pittsfield
Stella Mary Hawkins	South Shaftsbury, Vt.

Catherine Holleran	Adams
Mabel Agnes Holleran	North Adams
Gertrude Agnes Hurlbut	North Adams
Frances Augusta Kelley	North Adams
Teen Frances Kingsley	Monroe Bridge
Lila Fairchild Krogman	Bennington, Vt.
Lottie Ida Lacey	Pittsfield
Mary Frances Lashway	North Adams
Blanche Emma Legate	Charlemont
Mattie Maude Lesure	Stamford, Vt.
Mary Theresa Mahon	Pittsfield
Marjorie Ruth Mallery	North Adams
Mary Ellen McGowan	North Adams
Evelyn Frances Montague	Westhampton
Ruth St. Clair Morrison	Lenox
Kathryn Marie Nash	Cheshire
Sarah Nettleton	Stockbridge
Ellen Elizabeth O'Brien	Stockbridge
Rachel Cleora Parsons	Southampton
Marion Dorrance Phelps	Pittsfield
Mabelle Ruth Raguse	Shelburne Falls
Margaret Alexina Pope	Dorchester
Katherine Anna Reilly	North Adams
Emma Pauline Robenstein	Pittsfield
Mary Elizabeth Robinson	Bennington, Vt.
Jenny Rosenberg	North Adams
Helen Ryan	North Adams
Rosa Anna Schultes	Great Barrington
Catherine Sinnott	North Adams
Ethel Smith	New Haven, Vt.

KINDERGARTEN-PRIMARY COURSE

Seniors

Mary Elizabeth Doolittle	Princeton
Frances Lindsey Nickerson	Amherst
Elizabeth Cecilia O'Shea	North Adams
Ruth Duncan Sheldon	New Marlborough
Eva Howard Thompson	Boston

Juniors

Gladys Lydia Buck	North Adams
Margaret Eleanor Carr	North Adams
Ruth Amelia Fuller	North Adams
Dorothy Murdock	North Adams
Alice Lucille Norcott	North Stratford, N. H.
Leila Verity Smith	Boston
Margaret Louise Smith	North Adams
Henrietta Margaret Wells	Roxbury

DOMESTIC ARTS COURSE**Seniors**

Eleanor Brooks Bonnar	North Adams
Anna Churchill	Cambridge
Ruth Florence Dunton	North Adams
Beatrice Alice Gelinas	North Adams
Evelyn Rose Kay	Adams
Grace Gertrude McKay	Adams
Flora Mildred Oakes	Clarksburg
Elizabeth Veronica O'Hern	North Adams
Elsie Jane Parsons	Adams

Juniors

May Cornelia Azier	Williamstown
Mary Bousfield	North Adams
Ina Frances Brown	North Adams
Marie Clifford Butler	Greenfield
Ruth Philanca Chapel	Washington
Mary Elizabeth Farley	Stockbridge
Edna Theodosia Feeley	Pittsfield
Ruth Scott Hamer	North Adams
Sibyl Marjorie Stetson	Greenfield
Mary Alice Stone	Vergennes, Vt.
Lora Annie Ward	Amherst

SPECIAL COURSE

Ruby Budd	Lebanon, N. Y.
Carry Lillian Harvey	North Chatham, N. Y.
Ethel May Keeney	Melrose

Ethel Clare Levinson	North Adams
Marion Estelle Lyman	Westhampton
Janet Gertrude Mabbett	North Adams
Jane Louise Pease	East Whately
Mabel Cecilia Rayno	Pittsfield

SHORT COURSES

Eva Sumner Allen	Rutland
Ella Lucretia Batchelder	Peru
Edith Elizabeth Bicknell	Royalston
Louise J. Bradbury	Hartsville
Emily Brown	Otis
Alice Emma Browning	Templeton
Pearl Mason Bugbee	Granville
Ruth Hagan Cady	Hinsdale
Christine Vivian Cain	Savoy
Marion Esther Dalrymple	Plainfield
Rose Blanche Dion	Cheshire
Blanche C. Fortin	Granville
Lena Gamble	Huntington
Mary Ann Hadley	Templeton
Anna Helena Kennedy	Otis
Eva J. Lafond	Huntington
Bertha May Lewis	West Hawley
Carrie Miller	Royalston
Pauline May Morris	Brattleboro, Vt.
Ethel Goodwin Omar	Revere
Helen Josephine O'Shea	Lanesborough
Mildred Rose Sherman	Savoy
Bridget Frances Slattery	Adams
Edna Clifford Smith	Baldwinville
Cora Elsie Stockwell	Royalston
Iva Belle Stockwell	Royalston
Sarah Laura Wheaton	Rowe
Ida Emma Whitcomb	Fair Haven, Vt.
Marion Ella Willis	Ashfield
Mabel Florence Winchester	Brattleboro, Vt.

CORRESPONDENCE COURSES

Elizabeth A. Averill	Oak Bluffs
Leila Stone Bardwell	Bardwell's Ferry
Julia Beatrice Belding	Monson
Eloise Huntington Boorn	Adams
Gladys Emma Bottume	New Boston
Louise Jessie Bradbury	Great Barrington
Pearl Mason Bugbee	Blandford
Bernice Verletta Carter	Otis
Edith Louise Cassidy	Monson
Doris Clark	East Leverett
Belle Mary Cleveland	North Adams
Edna Crawford Coffin	Oak Bluffs
Nellie Hannah Cole	North Adams
Pauline Coppinger	Westfield
Marjorie Davis	Hancock
Carrie Isadore Estabrook	Westminster
Helen May Fogg	Oak Bluffs
Blanch C. Fortin	Granville Center
Cora Etta Graves	West Otis
Dora Margaret Harwood	Dalton
Vera Louise Hayden	Granville
Lucy Potter Huntley	Alandar
Addie F. Knight	Oak Bluffs
Harriet Louise Lombard	Brimfield
Ruth Adelle Lyman	Peru
Daisy Stevens Lyon	Tolland
Kathleen Marsh	Peru
Agnes Martin	Monterey
Pauline M. Mende	Ware
Florence May Moore	North Wilbraham
Earl John Nelson	Windsor
Grace M. Payne	Vernon, Vt.
Orren Luther Pease	Oak Bluffs
Addie Lilla Peeler	Westminster
Anna Edna Peeler	Westminster
Ruby Alice Pember	Granville
Nina Frances Russell	Vineyard Haven
Elva Mandana Stafford	North Adams
Marion Leona Tucker	Oak Bluffs

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NORTH ADAMS
NORMAL SCHOOL



CATALOG AND CIRCULAR

NINETEEN HUNDRED AND THIRTEEN



Straight mine eye hath caught new pleasures
Whilst the landscape round it measures:
Russet lawns and fallows grey,
Where the nibbling flocks do stray;
Mountains on whose barren breast
The labouring clouds do often rest;
Meadows trim with daisies pied,
Shallow brooks and rivers wide;
Flowers and battlements it sees
Bosomed high in tufted trees,—
Where perhaps some beauty lies,
The cynosure of neighbouring eyes.

MILTON.

The thunder and lightning, storm and cloud, as well as the soft beauty of colour, and the harmony of mountain outline, have been a part, and a very important part, of their training. * * On these heights such men seemed to have gained something of the strength of Him who dwells in the heavens far above their highest peaks,—“the strength of the hills,” which, as the Hebrew poet says, “is His also.”

HUTCHINSON, in *The Story of the Hills*.

STATE NORMAL SCHOOL

AT

NORTH ADAMS, MASS.

Established June, 1894

CIRCULAR AND CATALOG

For the Year ending June 30, 1913



BOSTON

WRIGHT & POTTER PRINTING CO., STATE PRINTERS

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1913

APPROVED BY
THE STATE BOARD OF PUBLICATION.

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Established 1837

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AIMEE M. BLANCHARD,	Principal, Grammar Department
NORA E. GORDON,	Assistant, Primary Department

Bishop Rural Training School

-	Training Teacher
---	------------------

¹ These teachers do not have charge of teaching.

CALENDAR

1913

Graduation

Tuesday, June 17, 10 A.M.

Entrance Examinations

Thursday and Friday, June 19 and 20, at 8.30 A.M.

Tuesday and Wednesday, September 2 and 3, at 8.30 A.M.

School Year Begins

Training Schools, Tuesday, September 2

Normal School, Thursday, September 4

Thanksgiving Recess

Normal School, Tuesday night, November 25, to Monday night, December 1

Training Schools, Wednesday noon, November 26, to Sunday night, November 30

Christmas Recess

Normal School, Friday night, December 12, to Monday night, December 29

Training Schools, Friday night, December 12, to Sunday night, December 28

1914

Winter Recess

Normal School, Friday night, February 20, to Monday night, March 2

Training Schools, Friday night, February 20, to Sunday night, March 1

Spring Recess

Normal School, Friday night, April 24, to Monday night, May 4

Training Schools, Friday night, April 24, to Sunday night, May 3

Graduation

Tuesday, June 23, 10 A.M.

Entrance Examinations

Thursday and Friday, June 18 and 19, at 9 A.M.

Tuesday and Wednesday, September 8 and 9, at 9 A.M.

Sessions are from 9 A.M. to 12 M., and 1.30 P.M. to 4 P.M. Saturday sessions are omitted.



STATE NORMAL SCHOOL

AT NORTH ADAMS, MASS.

LOCATION

North Adams is distinctly picturesque. The elevations that surround the city are among the most attractive of the Berkshire Hills. On the north side are rounded domes of the Green Mountains, on the east the abrupt wall of Hoosac Mountain overhangs the city, while on the south-west border rise the outlines of massive Greylock, the highest peak in Massachusetts.

On the westerly slope of an eminence rising several hundred feet above the river are situated the school buildings. Of the many beautiful locations in Berkshire County, the one chosen is remarkably fine. The city of North Adams was both wise and generous in its gift of a location.

The city is easily reached from the east and west by the Fitchburg Railroad, from the south by the Boston & Albany road. Electric cars connect the city with Williamstown and other towns to the west, with Adams and other towns southward through Berkshire County.

BUILDINGS

The school building, the dormitory, and the principal's house in exterior are of yellow brick and white marble, with metal roofs. The school building, in Italian style, is one hundred and fifty-two feet long, eighty-four feet deep, and three stories and basement in height. It is of slow-burning construction, the floor timbering and roof being carried with steel beams and trusses. The arrangement of stairways, which are iron, gives easy and safe egress.

In the basement are the boiler, engine, fuel, heating, and

repair rooms, rooms for wood work, printing, basketry, and chair seating, and a photographic dark room; in the first story, lunch, cloak, coat, and toilet rooms, and four natural science laboratories; in the second story, the assembly hall, offices, libraries, and class rooms for language, mathematics and music; and in the third story, the physical and chemical laboratories; the kitchen, dining room, chamber, and sewing room; the kindergarten and art rooms.

REQUIREMENTS FOR ADMISSION TO MASSACHUSETTS NORMAL SCHOOLS

I Candidates for admission to a Massachusetts State normal school must have attained the age of seventeen years, if young men, and sixteen years, if young women (for admission to the household arts course at the Framingham Normal School, an age of at least eighteen years is required); must be free from diseases or infirmities which would unfit them for the office of teacher; and must present certificates of good moral character. They must also submit detailed records of scholarship from the principal of the high school, or other school in which preparation has been made, showing the amount of time given to individual subjects and the grade therein, and such additional evidence of qualifications for the calling of a teacher as the Board of Education may require.

The State Board of Education adopted the following vote March 7, 1901:—

That the visitors of the several normal schools be authorized and directed to provide for a physical examination of candidates for admission to the normal schools, in order to determine whether they are free from any disease or infirmity which would unfit them for the office of teacher, and also to examine any student at any time in the course, to determine whether his physical condition is such as to warrant his continuance in the school.

II A candidate for admission as a regular student to a general course must present a diploma of graduation from a high school, or its equivalent, and, in addition, offer by exami-

nation or certificate satisfactory evidence of preparation in the following subjects for a total of 14 units. A unit represents a year's study in any subject in a secondary school, constituting approximately one-quarter of a full year's work.

A *Prescribed Subjects* — Three units.

- (1) English literature and composition, . . . 3 units.

B *Elective Subjects* — At least 7 units from the following subjects: —

- | | |
|---|---------------|
| (2) Algebra, ... | 1 unit. |
| (3) Geometry, ... | 1 unit. |
| (4) History, ... | 1 or 2 units. |
| (5) Latin, ... | 2 to 4 units. |
| (6) French, ... | 2 or 3 units. |
| (7) German, ... | 2 or 3 units. |
| (8) Drawing, ¹ | 1 unit. |
| (9) Physics, ... | 1 unit. |
| (10) Chemistry, ... | 1 unit. |
| (11) Biology, botany or zoölogy, ¹ | 1 unit. |
| (12) Physical geography, ¹ | 1 unit. |
| (13) Physiology and hygiene, ¹ | 1 unit. |
| (14) Stenography, ... | 1 or 2 units. |
| (15) Domestic science or manual training, ... | 1 unit. |
| (16) Commercial geography, ¹ | 1 unit. |
| (17) Arithmetic, ¹ | 1 unit. |
| (18) Bookkeeping, ... | 1 unit. |

For the present, the topics included within the foregoing subjects will be such as are usually accepted by Massachusetts colleges for entrance. The outlines submitted by the College Entrance Examination Board (Substation 84, New York City) will be found suggestive by high schools.

For admission to the Massachusetts Normal Art School a special examination in drawing will be required in addition to the above.

¹ Half units in these subjects will also be accepted.

C *Additional Subjects* — At least 4 units from any of the foregoing subjects, or from other subjects approved by the secondary school towards the diploma of graduation of the applicant. Work in any subject approved for graduation, in addition to that for which credit is secured by examination or certification, may count towards these 4 units.

III *Examinations* — Each applicant for admission, unless exempted by the provisions of sections IV and V, must pass entrance examinations required under "A" and "B." Examinations in these subjects will be held at each of the normal schools in June and September of each year (examinations for the Massachusetts Normal Art School are held only in September). Candidates applying for admission by examination must present credentials or certificates from their schools to cover the requirements under "C," and will not be given examinations in these subjects.

IV *Division of Examinations* — Candidates for admission to the normal schools may take all of the examinations at once, or divide them between June and September. If the examinations are divided, the candidate will receive no credit for the first examination, unless he secures by examination or certification a total of at least 5 of the 10 units required. Examinations cannot be divided between different years.

V *Admission on Certificates* — Candidates from public high schools which are on the certificate list of the New England College Entrance Certificate Board may be exempted by the principal of the normal school from examination in any of the subjects under "A" and "B" in which the principal of the high school shall certify that the applicant, in accordance with the practice of the high school, is entitled to certification to a college in the New England College Certificate Board. Candidates from public high schools approved for this purpose by the Board of Education may be exempted by the principal of the normal school from examination in any subjects under "A" and "B" in which the applicant has a record of B, or 80 per

cent., in the last year in which such subject has been pursued, and when the principal of the high school states that the work of the applicant entitles him to certification. Credits secured by any candidate from the Board of Regents of the State of New York, or for admission to any college in the New England College Certificate Board, either by examination or certification, or in the examinations of the College Entrance Examination Board, shall be accepted towards the total of 10 units under "A" and "B.". In addition to units granted by certification, candidates must present credentials for subjects under "C."

VI *Admission as Special Students* — Graduates of normal schools and colleges and persons with satisfactory experience in teaching may be admitted as special students to all courses, under such regulations as the Board may prescribe. Applicants with satisfactory teaching experience may be admitted to the one year's course without examination or other requirements.

VII *Admission to Special Courses* — Persons possessing qualifications for the pursuit of work offered in special courses may be admitted as special students under such regulations as the Board may prescribe.

TIMES OF EXAMINATION AND ADMISSION .

Examinations for admission to the normal school are held at the close of the school year in June, and also at the beginning of the school year in September, as stated in the calendar. Candidates are advised to present themselves at the first examination.

New classes are admitted to the normal schools at the beginning of the fall term. Candidates should come in September prepared to stay, as regular work begins on the day following the examinations. In exceptional cases admissions to classes already formed are allowed at the beginning of the second term.

ELEMENTARY COURSES

The elementary courses of study are designed primarily for those who aim to teach in the public schools below the high school grade.

GRAMMAR-PRIMARY COURSE

It comprises substantially the following subjects:—

I The study of the educational values of the following subjects and of the principles and methods of teaching them:—

(a) English, — reading, oral and written composition, grammar, English and American literature.

(b) Mathematics, — arithmetic, geometry.

(c) History, — history and civil polity of the United States and of Massachusetts. Economics.

(d) Science, — physical science, sanitation; minerals, plants, animals; geography, physiology and hygiene.

(e) Physical training, vocal music, drawing and painting. Handicraft in paper, wood, metal, leather, and clay; winding, weaving, basketry, chair seating, braiding, knotting, knitting, crocheting, stenciling, mounting, assembling. Sewing, embroidery, cooking and serving, house cleaning. Gardening.

II (a) The study of man, body and mind, for the principles of education; the study of the application of these principles in school organization, school government, and in the art of teaching; the history of education; the school laws of Massachusetts.

(b) Observation and practice in the training schools.

The time required for the completion of this course depends upon the students. It may not exceed two years for those of satisfactory preparation and superior ability; for others, three years are needed to do the work properly. In many cases more than two years are insisted upon. A diploma is given when the course is satisfactorily completed.

A THIRD YEAR FOR PRACTICE AND STUDY

The board of visitors and the principal of any normal school may arrange for its students a third year of study and of practice in teaching whenever, in their judgment, such action is desirable. The object is a more complete mastery of the topics arranged for the regular two years' course, as well as further experience in teaching.

For students signifying at their admission their intention of pursuing a three years' course, it will be arranged so that elective subjects may be begun early in the course, instead of being postponed to the third year.

THE KINDERGARTEN-PRIMARY COURSE

The principles which control kindergarten instruction apply not alone to children three or four years of age but as well to the whole phase of early childhood, the period extending from two or three to seven or eight years of age. Kindergarten and primary instruction differentiate not in principle, not in general method, but in adaptation of ways and means to the tendencies and growing powers prominent at that period. The process is continuous, the objects studied vary, constructive power widens in application, the use of symbols becomes increasingly prominent. The course as planned and practiced trains teachers to work in the kindergarten with due regard to succeeding years of growth of children, and in the primary grade with due regard to previous training and later growth. For such teachers the demand exceeds the supply.

The kindergarten-primary course omits portions of the grammar-primary course and substitutes subjects pertaining directly to early childhood and the kindergarten. It requires two years at least for completion. The greater portion of the practice teaching is done in the primary or kindergarten grades, according to the fitness of the student.

To enable students to become highly efficient principals of kindergartens a third year of advanced kindergarten study and responsible control has been arranged. Extra facilities are afforded for study and practice in the first grade primaries.

The conditions of admission are the same as for the grammar-primary course. In addition, there should be some facility in playing the piano and singing, if the better positions are to be secured. Students pay the cost of material taken away, but this expense does not exceed five dollars for the course.

ELEMENTARY AGRICULTURE: NATURE STUDY

This course is arranged to prepare departmental teachers of school and home gardening and nature study in grades preceding the high school.

The length of time required to complete this course depends on the scholarship and previous teaching experience of the candidate. A graduate of a first-grade high school who has had no experience in teaching requires three years usually to do the work; a graduate of a Massachusetts normal school, if without experience in teaching, requires one year. The time required by college graduates and by teachers of recognized ability is determined by individual considerations.

I Agriculture — Soils. Plant life, structures, functions, and diseases. Fertilizers, tillage, crops. Hotbeds, cold frames, and greenhouse. Farm live stock, poultry, bees. Dairy.

Horticulture — Flower and shrub gardens. Window gardens. Propagation, pruning, and cultivation. Orchards and small fruits. Forestry.

Insects and Birds — Economic importance. Control of injurious insects.

Farm Buildings and Machinery.

Sanitary Science.

Agricultural physics and chemistry involved in preceding topics.

Rural Social Science.



II Nature Study — Its content and relation to science, literature, and agriculture.

III Manual Training — Carpentry, cabinet work, forge work, assembling farm machinery.

Drawing — Freehand and mechanical, structural and decorative design, use of color, farm and building plans.

IV English.

V Pedagogy.

INDUSTRIAL ARTS

For Instructors in Elementary Grades

I Construction — Carpentry, cabinet work; forging, piping; textile weaving, basketry, raffia work, chair seating; leather work, bookbinding; clay modeling; paper folding and cutting, box making; stenciling and block printing. Printing — Card, book, and display work.

II Design — Constructive, decorative, color. Pictorial drawing.

III English.

IV Pedagogy.

HOUSEHOLD ARTS

For Instructors in Elementary Grades

Candidates for this course should have studied chemistry and must present evidence of skill in cooking and serving before acceptance.

I Cookery — Breadstuffs, meats, fruits, vegetables; canning and preserving; frozen, fancy dishes; for the sick; marketing.

Sewing — Plain sewing, garment making, dressmaking, measuring and making patterns.

Millinery — Framing, covering, trimming.

Embroidery, knitting, and crocheting.

Handicraft.

Laundering — Preparation of clothes for laundry; cleansing, drying, starching, folding, ironing; use of soaps, washing powders and other cleansing materials, removal of stains.

Sanitation — Water supply, plumbing, drainage, heating, lighting, ventilation, disinfection; cleaning, sweeping, dusting.

Emergency aid and home nursing.

II Drawing — Freehand and mechanical, structural and decorative design, use of color; study of fabrics for weaving apparel, house furnishing.

III English.

Hygiene, botany, zoölogy, physics, chemistry, with especial relation to the practical arts.

IV Pedagogy.

In every industrial course, such work in grammar, literature, and business correspondence will be required as may be necessary to ensure correct speech, good taste, and discriminating, courteous correspondence.

Arithmetic or geometry will be required according to the needs of the courses and the scholarship of the student. In each course the subjects will be studied in their practical relations.

The sciences — physics, chemistry, mineralogy, botany, zoölogy, physiology, geography — will be required according to their respective values in the industrial courses. Each science is taught from the practical, not the theoretic, viewpoint. Scholarship is measured by the scientific knowledge used and not by the scientific information acquired.

SHORT WINTER COURSES

Teachers desirous of spending their vacations at the school are cordially invited to come at any time. Observation work, study of elected subjects, participation in regular and special courses, and preparation of teaching material are offered in all departments of the normal and training schools. There will be afforded every facility for study, the work being adapted to the wishes and capabilities of applicants in so far as the permanent needs of the school permit. There is no summer session. Dur-

ing January, February, and March separate classes for vacation students are conducted in the following subjects: —

Arithmetic — Everyday activities which require the use of number. What and how children learn naturally about number out of school and what to do in school. How to study a store and how to conduct a store in the school room. How to use home, store, and farm accounts. Practical exercises in measuring length, area, volume, weight, capacity, value. What fractions are used in ordinary daily business and how. Business practices in percentage. Agricultural arithmetic.

Natural steps in all arithmetical solutions. How to think, diagram, explain and figure problems. Business modes of securing accuracy and speed.

Constructional Geometry — How to use objects of all kinds in teaching form. How form underlies all number, all drawing, all construction. How to teach use of ruler, card and compasses. Easy mechanical drawing for all grades, and its connection with arithmetic and construction work.

Drawing — Freehand pencil and brush work lessons in form, color and design as related to construction and home decoration.

Story Telling — How children tell and learn to tell stories before coming to school. How to continue with younger grades. How to use a book in learning to tell a story.

Reading — How children learn to talk, act, converse, dramatize before coming to school. The purposes of silent and oral reading. What is meant by the thought, sentence, action, word, and phonic methods. Importance of a definite purpose and consistent method. Prevailing defects and their prevention in the reading of grammar pupils.

Story and Letter Writing — How to secure free writing, sentence making, paragraphing, and punctuation.

Literature — Its value and place in primary grades; in grammar grades. Methods of teaching.

Grammar — What and how children learn naturally. How analysis of sentences is easy and leads to appreciation of litera-

ture. How the study of the parts of speech can lead to correct expression.

Spelling — Written and oral, importance of each. How to secure interest, accuracy, and speed.

Plant Study — Growth of bulbs, green wood cuttings (slips), seeds, and preparation for gardening.

Geography — Relation of outdoor work to study of pictures, sand models, and maps. Continents, with special attention to ways of using text-books. Nations, with application to commercial geography.

History — Great days. Biography. Inventions. Cause and effect.

Emergency Practice — Adapted to experiences of children.

Sanitation and Temperance Instruction — What, how, and when.

Seat Work — Kinds and uses appropriate to the several primary grades.

Industrial Work — Special opportunities have been arranged for instruction and practice in the forms of work feasible in district schools.

Child Study — Phases of life and their relation to teaching.

Children's Games — Indoors and on the playground.

Lesson Plans — Value and use.

Programs — The variety and distribution of subjects taught in district schools will be thoroughly discussed and programs made.

For cost, see page 32.

CORRESPONDENCE COURSES

The *purpose* of these courses is to aid teachers —

Who have had no professional training at a normal school.

Who have taken short winter or summer courses.

Who have taken special courses.

Who have not been able to complete regular diploma courses.

Who are graduates of normal schools but who wish special aid in organizing the practical arts ("industrial work," "seat work," "occupation work," etc.), or who wish to study certain subjects more extensively or to prepare to teach new subjects.

The *co-operation of the superintendent* is of vital importance. With his approval and aid the correspondence lessons can be put into daily practice. Copies of lessons and directions to corresponding students are sent to the superintendent. In short, it is preferred that the superintendent should be the active agent of the normal school in conducting these courses.

The *conditions of admission* to correspondence courses are —

The applicant may be any teacher in active service or who plans to return to active service.

The applicant may be a person who has entered a Massachusetts normal school by certificate or examinations or both, or who is unable to remain for resident study.

A testimonial of good character and of fitness for the work must be presented from the superintendent or other competent judge.

The registration paper and testimonials must be acceptable to the principal of the normal school.

The normal school reserves the right to discontinue the work of any student for reason of poor or irregular work, nonpayment of incidental expenses, nonsuccess in actual school work, or of character.

The *courses given* are limited to those subjects or parts of subjects which can be pursued satisfactorily by correspondence. Subjects or parts of subjects which require the use of a laboratory or the personal presence of the instructor are not undertaken. The choice of subjects depends on the scholarship of the applicant and the opportunity to put the subjects and methods into practice.

The *scope of each course* is as follows: —

Investigation: —

- Experiences of the pupils
- Content and divisions of the subject
- Value of the subject to the learner
- Relation of the subject to other subjects
- Natural mode of learning the subject

Organization: —

- Distinguishing essentials
- Condensing thought into topics
- Adapting the subject to the —
 - Experiences and interests of the learner
 - Aim of the teacher
 - Limitations of the program, etc.
- Expression in appropriate manner
 - Construction
 - Drawing
 - Speech
 - Script

Extension of scholarship, to —

- Get wider and more accurate knowledge
- Appreciate interrelations of parts of the subject
- Value the subject in relation to other subjects
- Discriminate leading facts more wisely
- Meet emergencies, be resourceful
- Express in forms adapted to the pupil and the subject

Preparation of lesson plans for —

- Teaching new lessons
- Conducting recitations
- Promoting individual and group work
- Drilling
- Examining
- Each plan includes —
 - Purpose of the teacher
 - Selection of the project, object, or subject
 - Arrangement of topics and order of procedure
 - Preparation of material to be used
- Method of conducting the work
- Teaching under observation

The *method of work* is —

Co-operation with the superintendent.

Choice of subjects to be determined in part by the present scholarship of the candidate, but more largely by the opportunity for practice and the availability of material.

Study of subject and method in accordance with outlines and lesson plans prepared by normal school instructors. Submission of recitation papers, one lesson at a time, to the instructor, who will correct and return the same at his early convenience.

Practice of the manner and method of corrected lessons on the teacher's own pupils. In case the method is not approved by the superintendent for habitual use, the student must give satisfactory evidence of understanding the methods, both of the superintendent and the normal school instructor. The first purpose is to teach to understand and discriminate the excellences and defects of the method which is in use, then to advocate the definite practice of a safe and sound method.

Written examinations, testing knowledge of facts and of methods, must be passed in all subjects studied, either at the normal school or under outside supervision approved by the normal school.

The assistance of the superintendent is expected in encouraging the study and practice by the teacher. The superintendent, on request, sends to the normal school instructor a written judgment of the teacher's progress in teaching and his recommendation as to changes in the work or as to the credit to be allowed.

Visits are made by the instructor from the normal school to the class rooms of the corresponding teachers to observe the work and give personal aid, if distance and expense permit.

Credit for work accomplished is given as follows: —

A certificate is given for the satisfactory completion of each course, which credit counts for full value toward a diploma.

All credits gained by correspondence work are added to those gained by resident work at the normal school.

One year of resident work at the normal school is required to

complete the course of study prescribed by the Board of Education.

A diploma is granted to a student who completes satisfactorily all the subjects of the course, in part by correspondence, in part by one year of resident work.

The *books* necessary for each course are designated in each series of lessons. Correspondence students are advised to buy certain books which have been proved of permanent value. The normal school loans books to accredited students on receiving an advance deposit varying from fifty cents to one dollar for each book loaned. The money placed on deposit is repaid immediately on receipt of the books loaned.

The *lesson plans and topics* if in print are bought by the students. They are free if in the instructor's script. Payment is made in advance for the lesson plans or topics.

No *registration or tuition fee* is charged any legal resident of Massachusetts. The usual items of expense are printed notes, paper, postage, and books.

To students who are nonresidents of Massachusetts the tuition fee (paid in advance) for a course varies from one to five dollars according to the number of lessons in the course. The tuition fee for two years of resident work at a Massachusetts normal school is one hundred dollars. The total fees for correspondence and resident work combined in securing a diploma do not exceed one hundred dollars. If the total fees for correspondence courses exceed fifty dollars to any nonresident of Massachusetts the fee for one year of study at the normal school is proportionately less for that student.

GRAMMAR-PRIMARY COURSE

JUNIOR CLASS		SENIOR CLASS	
First Term	Second Term	Third Term	Fourth Term
Drawing 3	Drawing 3	Drawing 3	-
Music 4	Reading 3	Grammar 3	Reading 3
Gymnastics 2	Gymnastics 2	Gymnastics 2	Gymnastics 2
Handicraft 3	Handicraft 3	Cooking 2	Sewing 2
Language 2	-	Literature 3	Literature 3
Physical science 3	Physical science 3	Geography 4	Geography (half term) 5
-	Botany, gardening 3	Zoölogy 2	History of education, school laws (half term) 2
Hygiene 3	Sanitation 1	History 4	Social economics (half term) 3
Geometry 4	Arithmetic 6	-	Psychology and pedagogy 5
Penmanship	Child study 1	Organization 1	Management 1
Child study:—4 Individuals Groups	Practice teaching 3	Practice teaching 4	Practice teaching (half term) 10

NOTE.—Figures indicate the number of periods per week.

KINDERGARTEN-PRIMARY COURSE

JUNIOR CLASS		SENIOR CLASS	
First Term	Second Term	Third Term	Fourth Term
Drawing 3	Drawing 3	-	-
Music 4	Reading 3	Grammar 3	Reading 3
Gymnastics 2	Gymnastics 2	Gymnastics 2	Gymnastics 2
Handicraft 3	Handicraft 3	Cooking 2	Sewing 2
Language 2	-	Literature 3	Literature or economics (half term) 3
-	Botany, gardening 3	-	History of education (half term) 2
Hygiene 3	Physical science 3	Geography 4	-
Geometry 4	Arithmetic 5	-	Education 5
Penmanship	Child study 1	Organization 1	Management 1
Child study 6	Practice teaching 3	Practice teaching 10	Practice teaching 10
Kinderarten-primary pedagogy 3	Kinderarten-primary pedagogy 2	Kinderarten-primary principles 3	Kinderarten-primary principles 2

HOUSEHOLD ARTS COURSE

JUNIOR CLASS		SENIOR CLASS	
First Term	Second Term	Third Term	Fourth Term
Drawing 3	Drawing 3	Drawing 3	-
Music 2	-	-	-
Gymnastics 2	Gymnastics 2	Gymnastics 2	Gymnastics 2
Handicraft 3	Handicraft 2	Grammar 3	Reading 3
Language 2	Arithmetic 5	Literature 3	Economics (half term) 3
Physical science 3	Physical science 3	Geography 4	History of education, school laws 2
-	Botany, gardening 3	Zoölogy 2	Geography (half term) 5
Chemistry of cook- ing 2	Chemistry of clean- ing 2	-	Millinery (half term) 3
Household arts 2	Household arts 2	-	Drafting (half term) 2
Cooking 2	Sanitation 1	Cooking 5	Sewing 2
Hygiene 3	Child study 1	Organization 1	Education 5
Child study 4	Practice teaching 3	Practice teaching 5	Management 1
			Practice teaching (half terms) 3 and 10

EQUIPMENT

The four natural science laboratories are arranged in sequence, and by means of specimens and models in wall cases is displayed the progression of mineral, plant, and animal life to its development in man. Banks of drawers are provided for type collections and table drawers for working collections and tools. In the instructors' laboratories are reserve specimens, models, pictures, charts, and diagrams. All the science laboratories are well equipped for individual experimentation.

The household arts equipment includes a kitchen, dining room, chamber, laundry, and sewing room in the school building and all the appointments in the dormitory.

The gardens contain a little more than three acres, and are devoted to school gardening, agriculture, and horticulture. The greenhouse measures 25 by 36 feet, the tool house 42 by 16 feet.

The practical arts equipment includes also four wood and



metal working rooms; a shoe repairing equipment; a room furnished for working with paper, cardboard, reed, raffia, leather, clay, and for chair seating; a printing room.

The forge shop, 32 by 60 feet, is equipped with eighteen forges and benches.

The mathematical department is supplied with collections of commercial and conventional objects for individual use and class observation in the study of geometry and arithmetic, in their appropriate development through all grades, including those of the high school.

The historical and literary departments are supplied with several hundred classified pictures and numerous charts.

The art departments are equipped with adjustable tables, models, type and ornamental forms, pictures, drawings, casts, and textiles illustrative of the phases of modern art teaching.

The musical equipment includes a gramophone with three hundred selections, and four pianos.

The library has been selected with especial reference to the needs of teachers. Department libraries are proportionately represented. Magazines and pamphlets for general culture and departmental study are numerous. The pamphlet division already includes several thousand copies.

A radiograph, a kinetoscope, and an electric projection lantern, with numerous cards, films, and slides, have been provided. These are used in the various schools and supplement the work in geography, science, literature, and art.

The gymnasium is located in the dormitory and is well equipped with apparatus, shower baths, and lockers. Lawn areas are ample for out-door games, for which much material is supplied.

DESIGN OF THE NORMAL SCHOOL

"The design of the normal school is strictly professional; that is, to prepare in the best possible manner the pupils for the work of organizing, governing, and teaching the public

schools of the Commonwealth" (Board of Education, May 6, 1880).

The work of each department is to secure these ends:—

Students—The leading motive and continuous effort are to change the student's point of view from that of the pupil to that of the teacher, to inspire him with the spirit of the true teacher, to train him to the noblest ideals and best habits of personality, thinking, teaching, and social service.

Children—The student is placed from the beginning of his course in immediate and close contact with children, that through them there may be revealed to him such appreciation of individual children and understanding of child life in general as will impress upon his mind the necessity of their interests being his chief concern. That schools should be organized to satisfy the needs of children, that school management is the process of securing self-control by the children, that children should be taught, rather than subjects, are truths which are presented as of fundamental importance.

Subjects—The thought of the student is carefully directed to the subjects of a public school course. Each subject is organized for instruction by deriving the content from the social experiences of the children and arranging it to follow their growing abilities, not the arbitrary order of a text-book. The appropriate sources of knowledge are found, the prominent processes of acquisition are emphasized, and corresponding forms of expression exemplified. The vocational and cultural values of each subject are discussed. Stress is laid upon accuracy of knowledge and the use of each subject as a *means* and not an end in education. Natural and helpful correlations of subjects are made and the place of each in a course of study indicated.

Teaching—The process of learning is distinguished from the process of teaching, the student being led to perceive most definitely that in learning the pupil concentrates his thought upon the object, that in teaching the teacher concentrates his thought upon the student's mental process of learning. Students

are led to discover by personal observation that the teaching process consists of two parts, namely, preparatory thought (*i.e.*, lesson planning) and consequent instruction (*i.e.*, teaching). Lesson plans are derived by the students from the study of children in their free work and play, from observed teaching and the study of typical plans, and are found to include consideration of (1) aims, that is, needs of the children to be satisfied; (2) right mental activity of the child; (3) appropriate sources of knowledge and interest. Lesson teaching is perceived to be (1) skillful use of sources of knowledge and interest, (2) which use stimulates right activity in each child, (3) and enables him to satisfy his needs. Students, by practice in writing lesson plans and in teaching children in accordance with the plans, become certain that intimate knowledge of children and thorough lesson planning are, together with the personality of the teacher, the vital conditions for successful teaching; that lesson plans may free the teacher of the burden of the subject, and enable him to attend discreetly and heartily to the needs and interests of the children. Similarly, the place and purpose of recitations, drills, examinations, and criticism are brought before the pupils for consideration and judgment.

Organization — The principles underlying the organization of a school are arrived at by the students by direct study of the training schools and other schools they have experienced, by consideration of children's needs as individuals and as members of society, and by use of the experience of teachers and other educational authorities.

Government — Students are led, by review of their own experiences in conforming, obeying, and controlling, by the testimony of others, by their knowledge of children, by their efforts in the training school, and by their study of psychology, to understand the relations between knowing, feeling, and doing, to value and use the instinctive reactions, and to attempt to form habits in themselves and children of right self-activity for the sake of self-development and service to others.

The school laws of the State receive due and appropriate study, in connection with the consideration of organization, government, and the history of education.

TRAINING SCHOOLS

MARK HOPKINS SCHOOL, NORTH ADAMS

On a lot adjacent to the normal school lot is a brick building, containing twenty class rooms, an assembly hall, two large basements, playrooms, a woodworking room for the kindergarten and primary grades, the motor and boiler rooms. In an annex is the gymnasium, forty by seventy-two feet, supplied with apparatus sufficient for the accommodation of classes of forty pupils each. All grades are represented, beginning with the kindergarten and extending through nine years of primary and grammar work to the high school. There are eighteen rooms, in each of which is a regular teacher in charge of a class not exceeding forty pupils. The principal is free for the direct observation and instruction of the normal students.

BRIGGSVILLE SCHOOL, CLARKSBURG

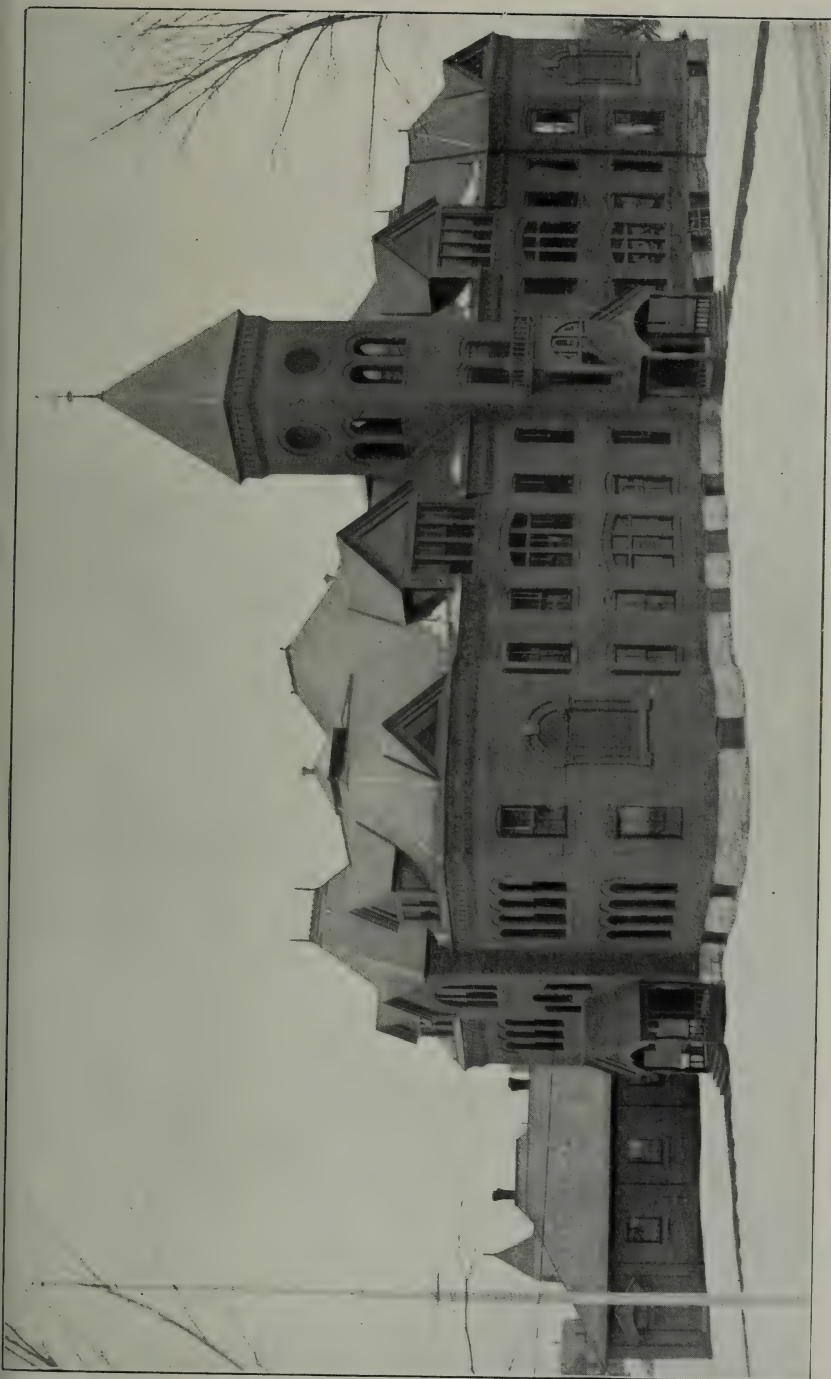
This training school is located in a typical mill village about three miles from the normal school, and is reached easily by electric cars. The building is modern, roomy, and heated by furnaces. The grounds are scanty. Each of the two rooms contains forty pupils, classed in four grades. The educational problems are distinctly those of a country mill village.

BISHOP SCHOOL, CLARKSBURG

This new training school is situated about one and a half miles beyond the Briggsville School. It is a typical rural school, occupying one room. The pupils number about twenty and are in six grades.

BROAD BROOK SCHOOL, WILLIAMSTOWN

The Broad Brook school is located in a farming district and is definitely a rural school, with the usual social problems pertaining thereto. The building is without modern conveniences,



GYMNASIUM

MARK HOPKINS SCHOOL



but the yard is roomy and the views magnificent. In each of the two rooms is a school of thirty-five pupils, the oldest grade being the sixth. The school is about five miles from the normal school, and is reached by electric cars.

These three training schools afford unusual opportunities for the study of children and the practice of teaching. Students begin their work in this department immediately after their admission and continue it regularly throughout the course. The rapidity of progress of the training school work depends on the ability and previous experience of the student. Definite oral instruction and printed schedules guide the observation of children individually, in groups, in classes, and the observation of teaching and control. In general the order of work is as follows:—

First Year—First term: observation of individual children and of groups; assisting special pupils. Second term: observation of the class for prevailing and peculiar qualities; teaching individuals and groups requiring special help.

Second Year—Third term: study of school organization and management, and practice in teaching and management. Fourth term: practice in teaching, the amount of responsibility conferred depending on the ability of the student.

Third Year.—Responsible charge of classes, elective work.

Students who have taught successfully before entering are given opportunities for responsible practice in teaching and disciplining as early in the course as their abilities warrant.

Close and appropriate supervision and instruction are given students by regular teachers in all the grades and by the principals of the various departments.

TACONIC HALL

The material of the dormitory is yellow brick and white marble, thus carrying out the color scheme. The building is 156 feet long and 100 feet wide, the courtyard being about 58x70 feet. On account of the slope of the land the basement floor is at grade with the courtyard, thus securing dry and

light living rooms and making the wings as seen from the courtyard three stories high. The balcony over the east porch is available for persons living on the third floor, and the two west balconies accommodate those living on the first and second floors. Two guest rooms are provided for parents and friends. Two hospital rooms, with suitable furniture and intervening bath room, are on the third floor. The building is heated by steam and lighted by electricity. A subway connects the dormitory and the school building, affording easy access to the gymnasium and protection during inclement weather.



Unusual facilities are provided for cultivating a homelike, social life. The rooms of the first floor afford opportunities for all forms of mental enjoyment, and the gymnasium in the basement is convenient for daily evening physical play.

Two students occupy one room. Each room is supplied with chairs, study-table, book-case, bureau, commode, screen, two couches (three feet wide), mattresses, pillows, coverlets, and rugs. Each boarder brings bedding, towels, napkins, napkin ring, and two clothes bags.

All articles sent to the laundry must be distinctly and indelibly marked with the owner's name in full. Trunks also must be marked so as to be easily identified.



MUSIC

READING

RECEPTION

ASSEMBLY HALL



Rooms are assigned to entering students according to priority of application, preference being given to residents of Massachusetts.

EXPENSES

TUITION is free to all residents of Massachusetts. "Each pupil from another state than Massachusetts attending a normal school supported by this state shall pay to the principal of the school attended, at the beginning of each half-year session, the sum of twenty-five dollars for the use of the school."

TEXT-BOOKS and supplies are free, as in the public schools.

STATE AID, not exceeding one dollar and one-half per week, may be granted to deserving persons after they have been in attendance for at least one term, provided they are residents of Massachusetts, and do not live in towns where the normal schools are situated.

BOARD — The regulations of the Board of Education require that the boarders shall pay the current expenses, which include table board, heating in part; laundry, and service. The price of board in each of the boarding halls connected with the normal schools of the State is \$160 for the school year, payable in advance, in four payments, one every ten weeks, beginning with the opening of school in September.

The object of this payment in advance is to secure the purchase of supplies at wholesale cash prices, thereby lessening the cost of supplies and saving to each boarder much more than the interest of the money advanced.

When pupils leave the school before the expiration of a term, money paid in advance will be refunded pro rata. No deduction is made for absence from the hall of less than one week.

If there are vacant rooms, those who wish to room alone may do so, on payment of the additional charge of seventy-five cents per week.

EMPLOYMENT — Capable and reliable students can reduce their expenses by assisting in the household work, for example, by waiting on table, washing silver and glass, etc. Efficiency,

need, and priority of application control the appointments. The amounts thus earned vary from \$0.75 to \$1.50 per week.

SHORT COURSES — To short-course students living two in a room the cost is \$4.50 per week, including bed-clothing, towels, napkins and laundry. The cost to students living one in a room is \$5 per week. Tuition is free. Text-books are loaned to students. The cost for stationery and industrial material is small.

STUDENTS

GRAMMAR-PRIMARY COURSE

Seniors

Frances Barrett	Adams
Pauline Lloyd Beadles	North Adams
Gertrude Bicknell	Charlemont
Elsie May Blanchard	North Adams
Eloise Huntington Boorn	Adams
Grace Elizabeth Burns	Lee
May Louise Cassidy	Sheffield
Elaine Cecelia Cavanaugh	Lee
Genevieve Louise Cavanaugh	Lee
Lucy Margaret Cummings	Richmond
Mary Veronica Cummings	Richmond
Marion Cordelia Donelson	Colrain
Maud Abigail Edson	Bennington, Vt.
Mabel Veronica Flaherty	North Adams
Monica Adelaide Flynn	North Adams
Ruth Amelia Fuller	North Adams
Gertrude Lillian Galusha	Williamstown
Mary Hannah Gleason	North Adams
Era Grace Grout	East Arlington, Vt.
Bertha Rose Hackebeit, ...	Washington.
Nora Helen Hanley	Pittsfield
Dora Margaret Harwood	North Adams
Stella Mary Hawkins	South Shaftsbury, Vt.
Catherine Holleran	Adams
Mabel Agnes Holleran	North Adams
Gertrude Agnes Hurlbut	North Adams
Frances Augusta Kelley	North Adams
Lila Fairfield Krogman	Bennington, Vt.
Lottie Ida Lacey	Pittsfield
Mary Frances Lashway	North Adams
Mattie Maude Lesure	Stamford, Vt.
Mary Theresa Mahon	Pittsfield

Marjorie Ruth Mallery	North Adams
Margaret Jane McCann	North Adams
Evelyn Frances Montague	Westhampton
Anna Idella Morris	Franklin
Ruth St. Clair Morrison	Lenox
Kathryn Marie Nash	Cheshire
Sarah Nettleton	Stockbridge
Ellen Elizabeth O'Brien	Stockbridge
Rachel Cleora Parsons	Southampton
Mabelle Ruth Raguse	Shelburne Falls
Margaret Alexina Pope	Dorchester
Katherine Anna Reilly	North Adams
Emma Pauline Robenstein	Pittsfield
Mary Elizabeth Robinson	North Adams
Jenny Rosenberg	North Adams
Helen Ryan	North Adams
Rosa Anna Schultes	Great Barrington
Catherine Sinnott	North Adams
Elva Mandana Stafford	North Adams

Juniors

Vaneta Louisa Alvord	Chester
Irene Arnold	Adams
Grace Elizabeth Beeler	Adams
Dorothy Beugler	South Orange, N. J.
Bertha Laura Beverly	Williamstown
Aurora Louise Bissaillon	North Adams
Margaret Browning	Colrain
Jessie Randall Campbell	Rochester, Vt.
Amelia Julia Carbone	North Adams
Katherine Margaret Costigan	Cheshire
Edith Helen Cromaek	Shelburne
Mary Agnes Danaher	Williamstown
Mary Frances Fallon	North Adams
Helen Kathryn Flaherty	Cheshire
Lois Myra Flanders	Pownal, Vt.
Georgiana Ardelle Gaines	Williamstown
Helen Elvira Gregory	Sheffield
Mae Alma Hogan	Lenox
Mary Elizabeth Holian	Great Barrington
Nora Teresa Kelley	North Hadley
Eva Pearl King	Adams

Edith Marguerite Lacey	Pittsfield
Florence Edna Lyons	South Sandisfield
Mary Ellen McGowan	North Adams
Stella Amanda Ogert	Williamstown
Gertrude Effie Peck	Shelburne
Mary Saline Prindle	Chicopee
Lena Hannah Proulx	Hatfield
Frances Helen Richard	North Bennington, Vt.
Mabel Shaad	Port Deposit, Md.
Clara Marguerite Spencer	West Stockbridge
Sadie Rose Spitzer	North Adams
Bessie Marie Temple	Charlemont
Leora Mabel Thayer	Spruce Corner
Henrietta Stebbins Walbridge	North Bennington, Vt.
Catharine Mary White	North Hadley
Carolyn Leake Upton	Williamstown

KINDERGARTEN-PRIMARY COURSE

Seniors

Gladys Lydia Buck	North Adams
Margaret Eleanor Carr	North Adams
Dorothy Murdock	North Adams
Alice Lucille Norcott	North Stratford, N. H.
Leila Verity Smith	Boston
Margaret Louise Smith	North Adams
Henrietta Margaret Wells	Roxbury

Juniors

Amy Mary Breed	Stockbridge
Josephine Williams Cowing	Hadley
Bertha Mabel Findlay	Greenfield
Alice Gertrude Hannon	Pittsfield
Lydia Laura Harris	Chester
Marion Imogene Hutchings	North Adams
Evelyn Kellogg	Greenfield
Elizabeth Ruth McDonald	Lanesborough
Doris Ernestine Ost	Shelburne Falls
Mildred Iuna Pease	Hatfield
Bernice Enid Skinner	North Dana
Nina Lucy Sturtevant	Beverly
Blanche Eleanor Whitmore	North Adams

HOUSEHOLD ARTS COURSE

Seniors

Louise Barrett	Rindge, N. H.
Mary Bousfield	North Adams
Ruth Philanca Chapel	Washington
Edna Theodosia Feeley	Pittsfield
Ruth Scott Hamer	North Adams
Lora Annie Ward	Amherst

Juniors

Mabel Pauline Andrew	North Adams
Katherine Bagnall	Adams
Frances Casilda Berard	North Adams
Jane Alwine Bird	Windsor
Helen Keeler Bowman	Montpelier, Vt.
Marion Alice Briggs	Williamstown
Dora Estelle Dodge	Dalton
Helen Agnes Dougherty	North Adams
Alice Lyman Dutton	Norwich
Catherine Ruth Gordon	Williamstown
Ruth Ryder Holden	Winchendon
Elizabeth Isabelle Hughes	Williamstown
Margaret Madaline Mulcare	North Adams
Edna Julia Peck	Sheffield
Grace Murice Phelps	Cheshire
Agnes Marie Reilly	North Adams
Ruth Elizabeth Stein	North Adams
Kathryn Streeter	Adams

SPECIAL COURSE

Henrietta Barnes Fisher	Vergennes, Vt.
Leila Stone Bardwell	Bardwell's Ferry

SHORT RESIDENT COURSES

Pearl Mason Bugbee	Southwick
Edna Marion Burroughs	Rutland, Vt.
Sadie Alice Collis	Pelham
Lila Louise Dorman	Tyringham
Ellen Elnora Dunnell	Colrain

Bertha May Lewis	North Adams
Helen Frances Linley	Spencer
Florence Grace McKendrick	North Adams
Mary Catherine Monahan	Shelburne Falls
Ruth Mae Morgan	Cheshire
Pauline May Morris	Brattleboro, Vt.
Ruth Frances Reynolds	Pittsfield
Hazel Emmerline Shaw	West Cummington
Bridget Frances Slattery	Adams
Effie Clara Smith	South Deerfield
Carlotta Stone	Wendell
Fanny H. Taylor	Leverett
Elizabeth van Burk	Monterey

CORRESPONDENCE COURSE

Leila Stone Bardwell	Bardwell's Ferry
Ida M. Bradshaw	Gardner
Ruth Lydia Brocklebank	Erving
Ada Elizabeth Brookman	Whitingham, Vt.
Pearl Mason Bugbee	Peru
Christine Vivian Cain	Savoy Centre
Clinton E. Carpenter	Rehoboth
Edith Louise Cassidy	Monson
Helen Louise Church	North Adams
Mary T. Cleary	North Adams
Edna Crawford Coffin	Whitinsville
Nella Hannah Cole	North Adams
Pauline Westfield Coppinger	Westfield
Emily S. Costello	Great Barrington
Regina A. Dean	North Pownal, Vt.
Rose Warner Dimock	Springfield
Louise Mabel Dinsmore	Attleborough
Ellen Elnora Dunnell	East Otis
Lucy Estella Eastman	Southwick
Helen May Fogg	Oak Bluffs
Harriet S. French	Gardner
Cora Etta Graves	West Otis
Vera Louise Hayden	Granville
Lucy Potter Huntley	Alandar
Eva Jane LaFond	Huntington
Harriet Louise Lombard	Brimfield

Blanche E. Lyons	Hopedale
Katherine Maloney	Great Barrington
Vivian Deborah Mathewson	Swansea
Ruth M. McLaughlin	Orange
Pauline M. Mende	Ware
Mary Catherine Monahan	Shelburne Falls
Elizabeth S. Newman	Shelburne
Helen Newton	South Ashburnham
Nettie Waite Nichols	South Swansea
Mary E. O'Donnell	Oakham
Ethel G. Omar	Putney, Vt.
Grace M. Payne	Vernon, Vt.
Grace C. Pease	Monson
Orren Luther Pease	Buffalo, N. Y.
Ruby Alice Pember	Granville
Grace M. W. Phelps	Lock's Village
Bertha Belle Race	Great Barrington
Ruth Frances Reynolds	Pittsfield
Lillian Maybelle Rush	Orange
Nina Frances Russell	Vineyard Haven
Louise May Sessler	Orange
Estella May Sheon	Athol
Fannie Lovett Smith	East Leverett
Helen Maude Smith	Swansea
Caroline Elizabeth Stearns	Wendell Depot
Helen Maud Stott	Franklin
Elsie May Stratton	Oak Bluffs
Margaret Mercia Stuart	Whitingham, Vt.
May Eleanor Tower	West Townsend
Marion Leona Tucker	Oak Bluffs
Sarah Laura Wheaton	Davis

SUMMARY

Grammar-primary course	88
Senior	51
Junior	37
Kindergarten-primary course	20
Senior	7
Junior	13
Household arts course	24
Senior	6
Junior	18
Special course	2
Short resident courses	18
Correspondence course	57
	209
Counted twice	4
	205

138mmH
1913-14

NORTH ADAMS NORMAL SCHOOL

1914

Catalog and Circular



STATE NORMAL SCHOOL

AT

NORTH ADAMS, MASS.

Established June, 1894

CIRCULAR AND CATALOG

For the Year ending June 30, 1914



BOSTON

WRIGHT & POTTER PRINTING CO., STATE PRINTERS
32 DERNE STREET

1914

APPROVED BY
THE STATE BOARD OF PUBLICATION.

The Commonwealth of Massachusetts

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Established 1837

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AGNES C. MURPHY, ¹	<i>Eighth grade</i>
FLORENCE W. RAGUSE, ...	<i>Eighth grade</i>
EMILY D. STACY, ...	<i>Seventh grade</i>
MARGARET M. MCCORMACK, ...	<i>Seventh grade</i>
E. IDELLA HASKINS, ...	<i>Sixth grade</i>
BRIDGIE A. CODY, ...	<i>Fifth grade</i>
MARION E. WELD, ...	<i>Fifth grade</i>
FREELove CLARKE, ...	<i>Fourth grade</i>
AGNES E. WALKER, ...	<i>Fourth grade</i>
SUSAN G. LOMBARD, ...	<i>Third grade</i>
ANNA A. FOLEY, ...	<i>Third grade</i>
EMMA H. TINGUE, ...	<i>Second grade</i>
ALICE OWENS, ...	<i>Second grade</i>
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RUTH A. LYMAN, ...	<i>Assistant, Primary Department</i>

Broad Brook Rural Training School

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BESSIE A. MORSE, ...	<i>Assistant, Primary Department</i>

Bishop Rural Training School

NELLA H. COLE, ...	<i>Training Teacher</i>
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¹ These teachers do not have charge of teaching.

CALENDAR

1914

Graduation

Tuesday, June 23, 10 a.m.

Entrance Examinations

Thursday and Friday, June 18 and 19, at 8.30 A.M.

Tuesday and Wednesday, September 8 and 9, at 8.30 A.M.

School Year Begins

Training Schools, Tuesday, September 8

Normal School, Thursday, September 10

Thanksgiving Recess

Normal School, Tuesday night, November 24, to Monday night, November 30
Training Schools, Wednesday noon, November 25, to Sunday night, November 29

Christmas Recess

Normal School, Friday night, December 18, to Monday night, January 4
Training Schools, Friday night, December 18, to Sunday night, January 3

1915

Winter Recess

Normal School, Friday night, February 26, to Monday night, March 8
Training Schools, Friday night, February 26, to Sunday night, March 7

Spring Recess

Normal School, Friday night, April 30, to Monday night, May 10
Training Schools, Friday night, April 30, to Sunday night, May 9

Graduation

Tuesday, June 29, 10 A.M.

Sessions are from 9 A.M. to 12 M., and 1.30 P.M. to 4 P.M. Saturday sessions are omitted.

STATE NORMAL SCHOOL

AT NORTH ADAMS, MASS.

LOCATION

North Adams is distinctly picturesque. The elevations that surround the city are among the most attractive of the Berkshire Hills. On the north side are rounded domes of the Green Mountains, on the east the abrupt wall of Hoosac Mountain overhangs the city, while on the south-west border rise the outlines of massive Greylock, the highest peak in Massachusetts.

On the westerly slope of an eminence rising several hundred feet above the river are situated the school buildings. Of the many beautiful locations in Berkshire County, the one chosen is remarkably fine. The city of North Adams was both wise and generous in its gift of a location.

The city is easily reached from the east and west by the Fitchburg Railroad, from the south by the Boston & Albany road. Electric cars connect the city with Williamstown and other towns to the west, with Adams and other towns southward through Berkshire County.

BUILDINGS

The school building, the dormitory, and the principal's house in exterior are of yellow brick and white marble, with metal roofs. The school building, in Italian style, is one hundred and fifty-two feet long, eighty-four feet deep, and three stories and basement in height. It is of slow-burning construction, the floor timbering and roof being carried with steel beams and trusses. The arrangement of stairways, which are iron, gives easy and safe egress.

In the basement are the boiler, engine, fuel, heating, and

repair rooms, rooms for wood work, printing, basketry, and chair seating, and a photographic dark room; in the first story, lunch, cloak, coat, and toilet rooms, and four natural science laboratories; in the second story, the assembly hall, offices, libraries, and class rooms for language, mathematics and music; and in the third story, the physical and chemical laboratories; the kitchen, dining room, chamber, and sewing room; the kindergarten and art rooms.

REQUIREMENTS FOR ADMISSION TO MASSACHUSETTS NORMAL SCHOOLS

I Candidates for admission to a Massachusetts State normal school must have attained the age of seventeen years, if young men, and sixteen years, if young women (for admission to the household arts course at the Framingham Normal School, an age of at least eighteen years is required); must be free from diseases or infirmities which would unfit them for the office of teacher; and must present certificates of good moral character. They must also submit detailed records of scholarship from the principal of the high school, or other school in which preparation has been made, showing the amount of time given to individual subjects and the grade therein, and such additional evidence of qualifications for the calling of a teacher as the Board of Education may require.

The State Board of Education adopted the following vote March 7, 1901: —

That the visitors of the several normal schools be authorized and directed to provide for a physical examination of candidates for admission to the normal schools, in order to determine whether they are free from any disease or infirmity which would unfit them for the office of teacher, and also to examine any student at any time in the course, to determine whether his physical condition is such as to warrant his continuance in the school.

II A candidate for admission as a regular student to a general course must present a diploma of graduation from a high school, or its equivalent, and, in addition, offer satisfactory

evidence of preparation in the subjects listed under "A", "B" and "C", amounting to 14 units, 10 of which units, however, must be in subjects given under "A" and "B", secured either by examination or certification. A unit represents a year's study in any subject in a secondary school, constituting approximately one-quarter of a full year's work.

A *Prescribed Subjects* — Three units.

- (1) English literature and composition, . . . 3 units.

B *Elective Subjects* — At least 7 units from the following subjects: —

- | | |
|---|---------------|
| (2) Algebra, ... | 1 unit. |
| (3) Geometry, ... | 1 unit. |
| (4) History, ¹ | 1 or 2 units. |
| (5) Latin, ... | 2 to 4 units. |
| (6) French, ... | 2 or 3 units. |
| (7) German, ... | 2 or 3 units. |
| (8) Drawing, ² | 1 unit. |
| (9) Physics, ... | 1 unit. |
| (10) Chemistry, ... | 1 unit. |
| (11) Biology, botany or zoölogy, ² | 1 unit. |
| (12) Physical geography, ² | 1 unit. |
| (13) Physiology and hygiene, ² | 1 unit. |
| (14) General science, ² | 1 unit. |
| (15) Stenography, ... | 1 or 2 units. |
| (16) Domestic science or manual training, ... | 1 unit. |
| (17) Commercial geography, ² | 1 unit. |
| (18) Arithmetic, ² | 1 unit. |
| (19) Bookkeeping, ... | 1 unit. |

For the present, the topics included within the foregoing subjects will be such as are usually accepted by Massachusetts colleges for entrance. The outlines submitted by the College Entrance Examination Board (Substation 84, New York City) will be found suggestive by high schools.

¹ History includes ancient, mediæval, and modern; English; American history and civics; and current events.

² Half units in these subjects will also be accepted.

For admission to the Massachusetts Normal Art School a special examination in drawing will be required in addition to the above.

C *Additional Subjects* — At least 4 units from any of the foregoing subjects, or from other subjects approved by the secondary school towards the diploma of graduation of the applicant. Work in any subject approved for graduation, in addition to that for which credit is secured by examination or certification, may count towards these 4 units.

III *Examinations* — Each applicant for admission, unless exempted by the provisions of sections IV and V, must pass entrance examinations required under "A" and "B." Examinations in these subjects will be held at each of the normal schools in June and September of each year (examinations for the Massachusetts Normal Art School are held only in September). Candidates applying for admission by examination must present credentials or certificates from their schools to cover the requirements under "C", and will not be given examinations in these subjects.

IV *Division of Examinations* — Candidates for admission to the normal schools may take all of the examinations at once, or divide them between June and September. If the examinations are divided, the candidate will receive no credit for the first examination, unless he secures by examination or certification a total of at least 5 of the 10 units required. Examinations cannot be divided between different years.

V *Admission on Certificates* — Candidates from public high schools which are on the certificate list of the New England College Entrance Certificate Board may be exempted by the principal of the normal school from examination in any of the subjects under "A" and "B" in which the principal of the high school shall certify that the applicant, in accordance with the practice of the high school, is entitled to certification to a college in the New England College Certificate Board. Candidates from public high schools approved for this purpose by the

Board of Education may be exempted by the principal of the normal school from examination in any subjects under "A" and "B" in which the applicant has a record of B, or 80 per cent., in the last year in which such subject has been pursued, and when the principal of the high school states that the work of the applicant entitles him to certification. Credits secured by any candidate from the Board of Regents of the State of New York, or for admission to any college in the New England College Certificate Board, either by examination or certification, or in the examinations of the College Entrance Examination Board, shall be accepted towards the total of 10 units under "A" and "B." In addition to units granted by certification, candidates must present credentials for subjects under "C."

VI *Admission as Special Students* — Graduates of normal schools and colleges and persons with satisfactory experience in teaching may be admitted as special students to all courses, under such regulations as the Board may prescribe. Applicants with satisfactory teaching experience may be admitted to the one year's course without examination or other requirements.

VII *Admission to Special Courses* — Persons possessing qualifications for the pursuit of work offered in special courses may be admitted as special students under such regulations as the Board may prescribe.

TIMES OF EXAMINATION AND ADMISSION

Examinations for admission to the normal school are held at the close of the school year in June, and also at the beginning of the school year in September, as stated in the calendar. Candidates are advised to present themselves at the first examination.

New classes are admitted to the normal schools at the beginning of the fall term. Candidates should come in September prepared to stay, as regular work begins on the day following the examinations. In exceptional cases admissions to classes already formed are allowed at the beginning of the second term.

ELEMENTARY COURSES

The elementary courses of study are designed primarily for those who aim to teach in the public schools below the high school grade.

GRAMMAR PRIMARY COURSE

It comprises substantially the following subjects:—

I The study of the educational values of the following subjects and of the principles and methods of teaching them:—

(a) English, — reading, oral and written composition, grammar, English and American literature.

(b) Mathematics, — arithmetic, constructive geometry.

(c) History, — history and civil polity of the United States and of Massachusetts. Economics.

(d) Science, — physical science, sanitation; minerals, plants, animals; geography, physiology and hygiene.

(e) Physical training, vocal music, drawing and painting. Handicraft in paper, wood, metal, leather, and clay; winding, weaving, basketry, chair seating, braiding, knotting, knitting, crocheting, stenciling, mounting, assembling. Sewing, embroidery, cooking and serving, house cleaning. Gardening.

II (a) The study of man, body and mind, for the principles of education; the study of the application of these principles in school organization, school government, and in the art of teaching; the history of education; the school laws of Massachusetts.

(b) Observation and practice in the training schools.

The time required for the completion of this course depends upon the students. It may not exceed two years for those of satisfactory preparation and superior ability; for others, three years are needed to do the work properly. In many cases more than two years are insisted upon. A diploma is given when the course is satisfactorily completed.

A THIRD YEAR FOR PRACTICE AND STUDY

The board of visitors and the principal of any normal school may arrange for its students a third year of study and of practice in teaching whenever, in their judgment, such action is desirable. The object is a more complete mastery of the topics arranged for the regular two years' course, as well as further experience in teaching.

For students signifying at their admission their intention of pursuing a three years' course, it will be arranged so that elective subjects may be begun early in the course, instead of being postponed to the third year.

THE KINDERGARTEN PRIMARY COURSE

The principles which control kindergarten instruction apply not alone to children three or four years of age but as well to the whole phase of early childhood, the period extending from two or three to seven or eight years of age. Kindergarten and primary instruction differentiate not in principle, not in general method, but in adaptation of ways and means to the tendencies and growing powers prominent at that period. The process is continuous, the objects studied vary, constructive power widens in application, the use of symbols becomes increasingly prominent. The course as planned and practiced trains teachers to work in the kindergarten with due regard to succeeding years of growth of children, and in the primary grade with due regard to previous training and later growth. For such teachers the demand exceeds the supply.

The kindergarten primary course omits portions of the grammar primary course and substitutes subjects pertaining directly to early childhood and the kindergarten. It requires two years at least for completion. The greater portion of the practice teaching is done in the primary or kindergarten grades, according to the fitness of the student.

To enable students to become highly efficient principals of kindergartens a third year of advanced kindergarten study and responsible control has been arranged. Extra facilities are afforded for study and practice in the first grade primaries.

The conditions of admission are the same as for the grammar primary course. In addition, there should be some facility in playing the piano and singing, if the better positions are to be secured. Students pay the cost of material taken away, but this expense does not exceed five dollars for the course.

HOUSEHOLD ARTS COURSE

All students take the sanitation, cooking, and sewing prescribed for the grammar primary course.

Students of requisite ability who desire to prepare in a larger degree to teach the household arts in rural and semi-rural schools, with the purpose of making the schools more vital factors in the welfare of the several communities, are allowed to take the household arts course, which offers additional work in the arts of homemaking in place of portions of the work in mathematics, history, and literature, yet not to the degree of lessening efficiency in the usual instruction required in rural schools.

It is not the purpose of this course to prepare department teachers for city schools or supervisors of particular arts, although graduates from this course by experience and continued study become highly successful in specialized work.

Candidates for the household arts course must be of superior ability, must present evidence of skill in cooking and sewing, and should have studied chemistry in high school courses.

I Cookery — Breadstuffs, meats, fruits, vegetables; canning and preserving; frozen, fancy dishes; for the sick; marketing.

Sewing — Plain sewing, garment making, dressmaking, measuring and making patterns.

Millinery — Framing, covering, trimming.

Embroidery, knitting, and crocheting.

Handicraft.

Laundering — Preparation of clothes for laundry; cleansing, drying, starching, folding, ironing; use of soaps, washing powders and other cleansing materials, removal of stains.

Sanitation — Water supply, plumbing, drainage, heating, lighting, ventilation, disinfection; cleaning, sweeping, dusting.

Emergency aid and home nursing.

II Drawing — Freehand and mechanical, structural and decorative design, use of color; study of fabrics for wearing apparel, house furnishing.

III English.

Hygiene, related science, with especial relation to the practical arts.

IV Pedagogy.

SHORT WINTER COURSES

Teachers desirous of spending their winter vacations at the school are cordially invited to come at any time. Observation work, study of elected subjects, participation in regular and special courses, and preparation of teaching material are offered in all departments of the normal and training schools. There is afforded every facility for study, the work being adapted to the wishes and capabilities of applicants in so far as the permanent needs of the school permit. No summer session is held. During January, February, and March separate classes for vacation students are conducted in the following subjects: —

Arithmetic — Everyday activities which require the use of number. What and how children learn naturally about number out of school and what to do in school. How to study a store and how to conduct a store in the school room. How to use home, store, and farm accounts. Practical exercises in measuring length, area, volume, weight, capacity, value. What fractions are used in ordinary daily business and how. Business practices in percentage. Agricultural arithmetic.

Natural steps in all arithmetical solutions. How to think, diagram, explain and figure problems. Business modes of securing accuracy and speed.

Constructional Geometry — How to use objects of all kinds in teaching form. How form underlies all number, all drawing, all construction. How to teach use of ruler, card and compasses. Easy mechanical drawing for all grades, and its connection with arithmetic and construction work.

Drawing — Freehand pencil and brush work lessons in form, color and design as related to construction and home decoration.

Story Telling — How children tell and learn to tell stories before coming to school. How to continue with younger grades. How to use a book in learning to tell a story.

Reading — How children learn to talk, act, converse, dramatize before coming to school. The purposes of silent and oral reading. What is meant by the thought, sentence, action, word, and phonic methods. Importance of a definite purpose and consistent method. Prevailing defects and their prevention in the reading of grammar pupils.

Story and Letter Writing — How to secure free writing, sentence making, paragraphing, and punctuation.

Literature — Its value and place in primary grades; in grammar grades. Methods of teaching.

Grammar — What and how children learn naturally. How analysis of sentences is easy and leads to appreciation of literature. How the study of the parts of speech can lead to correct expression.

Spelling — Written and oral, importance of each. How to secure interest, accuracy, and speed.

Plant Study — Growth of bulbs, green wood cuttings (slips), seeds, and preparation for gardening.

Geography — Relation of outdoor work to study of pictures, sand models, and maps. Continents, with special attention to ways of using text-books. Nations, with application to commercial geography.

History — Great days. Biography. Inventions. Cause and effect.

Emergency Practice — Adapted to experiences of children.

Sanitation and Temperance Instruction — What, how, and when.

Seat Work — Kinds and uses appropriate to the several primary grades.

Industrial Work — Special opportunities have been arranged for instruction and practice in the forms of work feasible in district schools.

Child Study — Phases of life and their relation to teaching.

Children's Games — Indoors and on the playground.

Lesson Plans — Value and use.

Programs — The variety and distribution of subjects taught in district schools will be thoroughly discussed and programs made.

For cost, see page 29.

CORRESPONDENCE COURSES

The *purpose* of these courses is to aid teachers —

Who have had no professional training at a normal school.

Who have taken short winter or summer courses.

Who have taken special courses.

Who have not been able to complete regular diploma courses.

Who are graduates of normal schools but who wish special aid in organizing the practical arts ("industrial work," "seat work," "occupation work," etc.), or who wish to study certain subjects more extensively or to prepare to teach new subjects.

The *co-operation of the superintendent* is of vital importance. With his approval and aid the correspondence lessons can be put into daily practice. Copies of lessons and directions to corresponding students are sent to the superintendent. In short, it is preferred that the superintendent should be the active agent of the normal school in conducting these courses.

The *conditions of admission* to correspondence courses are —

The applicant may be any teacher in active service or who plans to return to active service.

The applicant may be a person who has entered a Massachusetts normal school by certificate or examinations or both, or who is unable to remain for resident study.

A testimonial of good character and of fitness for the work must be presented from the superintendent or other competent judge.

The registration paper and testimonials must be acceptable to the principal of the normal school.

The normal school reserves the right to discontinue the work of any student for reason of poor or irregular work, nonpayment of incidental expenses, nonsuccess in actual school work, or of character.

The *courses given* are limited to those subjects or parts of subjects which can be pursued satisfactorily by correspondence. Subjects or parts of subjects which require the use of a laboratory or the personal presence of the instructor are not undertaken. The choice of subjects depends on the scholarship of the applicant and the opportunity to put the subjects and methods into practice.

The *scope of each course* is as follows: —

Investigation: —

- Experiences of the pupils
- Content and divisions of the subject
- Value of the subject to the learner
- Relation of the subject to other subjects
- Natural mode of learning the subject

Organization: —

- Distinguishing essentials
- Condensing thought into topics
- Adapting the subject to the —
 - Experiences and interests of the learner
 - Aim of the teacher
 - Limitations of the program, etc.

Organization — *Con.*

Expression in appropriate manner

Construction

Drawing

Speech

Script

Extension of scholarship, to —

Get wider and more accurate knowledge

Appreciate interrelations of parts of the subject

Value the subject in relation to other subjects

Discriminate leading facts more wisely

Meet emergencies, be resourceful

Express in forms adapted to the pupil and the subject

Preparation of lesson plans for —

Teaching new lessons

Conducting recitations

Promoting individual and group work

Drilling

Examining

Each plan includes —

Purpose of the teacher

Selection of the project, object, or subject

Arrangement of topics and order of procedure

Preparation of material to be used

Method of conducting the work

Teaching under observation

The *method of work* is —

Co-operation with the superintendent.

Choice of subjects to be determined in part by the present scholarship of the candidate, but more largely by the opportunity for practice and the availability of material.

Study of subject and method in accordance with outlines and lesson plans prepared by normal school instructors. Submission of recitation papers, one lesson at a time, to the instructor, who will correct and return the same at his early convenience.

Practice of the manner and method of corrected lessons on the

teacher's own pupils. In case the method is not approved by the superintendent for habitual use, the student must give satisfactory evidence of understanding the methods, both of the superintendent and the normal school instructor. The first purpose is to teach to understand and discriminate the excellences and defects of the method which is in use, then to advocate the definite practice of a safe and sound method.

Written examinations, testing knowledge of facts and of methods, must be passed in all subjects studied, either at the normal school or under outside supervision approved by the normal school.

The assistance of the superintendent is expected in encouraging the study and practice by the teacher. The superintendent, on request, sends to the normal school instructor a written judgment of the teacher's progress in teaching and his recommendation as to changes in the work or as to the credit to be allowed.

Visits are made by the instructor from the normal school to the class rooms of the corresponding teachers to observe the work and give personal aid, if distance and expense permit.

Credit for work accomplished is given as follows:—

A certificate is given for the satisfactory completion of each course, which credit counts for full value toward a diploma.

All credits gained by correspondence work are added to those gained by resident work at the normal school.

One year of resident work at the normal school is required to complete the course of study prescribed by the Board of Education.

A diploma is granted to a student who completes satisfactorily all the subjects of the course, in part by correspondence, in part by one year of resident work.

The *books* necessary for each course are designated in each series of lessons. Correspondence students are advised to buy certain books which have been proved of permanent value. The normal school loans books to accredited students on receiving an advance deposit varying from fifty cents to one dollar for each

book loaned. The money placed on deposit is repaid immediately on receipt of the books loaned.

The *lesson plans and topics* if in print are bought by the students. They are free if in the instructor's script. Payment is made in advance for the lesson plans or topics.

No *registration or tuition fee* is charged any legal resident of Massachusetts. The usual items of expense are printed notes, paper, postage, and books.

To students who are nonresidents of Massachusetts the tuition fee (paid in advance) for a course varies from one to five dollars according to the number of lessons in the course. The tuition fee for two years of resident work at a Massachusetts normal school is one hundred dollars. The total fees for correspondence and resident work combined in securing a diploma do not exceed one hundred dollars. If the total fees for correspondence courses exceed fifty dollars to any nonresident of Massachusetts the fee for one year of study at the normal school is proportionately less for that student.

GRAMMAR PRIMARY COURSE

JUNIOR CLASS		SENIOR CLASS	
First Term	Second Term	Third Term	Fourth Term
Drawing 3	Drawing 3	Drawing 3	-
Music 4	Reading 3	Grammar 3	Reading 3
Gymnastics 2	Gymnastics 2	Gymnastics 2	Gymnastics 2
Handicraft 3	Handicraft 3	Cooking 2	Sewing 2
Language 2	-	Literature 3	Literature 3
Physical science 3	Physical science 3	Geography 4	Geography (half term) 5
-	Botany, gardening 3	Zoölogy 2	History of education, School laws (half term) 2
Hygiene 3	Sanitation 1	History 4	Social economics (half term) 3
Constructional geometry 4	Arithmetic 6	-	Education 5
Penmanship	Child study 1	Organization 1	Management 1
Child study: — 4 Individuals Groups	Practice teaching 3	Practice teaching 4	Practice teaching (half term) 10

NOTE. — Figures indicate the number of periods per week.

KINDERGARTEN PRIMARY COURSE

JUNIOR CLASS		SENIOR CLASS	
First Term	Second Term	Third Term	Fourth Term
Drawing 3	Drawing 3	-	-
Music 4	Reading 3	Grammar 3	Reading 3
Gymnastics 2	Gymnastics 2	Gymnastics 2	Gymnastics 2
Handicraft 3	Handicraft 3	Cooking 2	Sewing 2
Language 2	-	Literature 3	Literature or Economics (half term) 3
-	Botany, gardening 3	-	History of education (half term) 2
Hygiene 3	Physical science 3	Geography 4	-
Constructional geometry 4	Arithmetic 5	-	Education 5
Penmanship	Child study 1	Organization 1	Management 1
Child study 1	Practice teaching 3	Practice teaching 10	Practice teaching 10
Practice teaching 3	-	-	-
Kindergarten primary pedagogy 3	Kindergarten primary pedagogy 2	Kindergarten primary principles 3	Kindergarten primary principles 2

HOUSEHOLD ARTS COURSE

JUNIOR CLASS		SENIOR CLASS	
First Term	Second Term	Third Term	Fourth Term
Drawing 3	Drawing 3	Drawing 3	-
Music 2	-	-	-
Gymnastics 2	Gymnastics 2	Gymnastics 2	Gymnastics 2
Handicraft 3	Handicraft 3	Grammar 3	Reading 3
Language 2	Arithmetic 5	Literature 3	Economics (half term) 3
Physical science 3	Physical science 3	Geography 4	History of education, School laws 2
-	Botany, gardening 3	Zoölogy 2	Geography (half term) 5
Chemistry of cooking 2	Chemistry of cleaning 2	-	Millinery (half term) 3
Household arts 2	Household arts 2	-	Drafting (half term) 2
Cooking 2	Sanitation 1	Cooking 5	Sewing 2
Hygiene 3	Child study 1	Organization 1	Education 5
Child study 1	Practice teaching 3	Practice teaching 5	Management 1
Practice teaching 3	-	-	Practice teaching (half terms) 3 and 10

EQUIPMENT

The four natural science laboratories are arranged in sequence, and by means of specimens and models in wall cases is displayed the progression of mineral, plant, and animal life to its development in man. Banks of drawers are provided for type collections and table drawers for working collections and tools. In the instructors' laboratories are reserve specimens, models, pictures, charts, and diagrams. All the science laboratories are well equipped for individual experimentation.

The household arts equipment includes a kitchen, dining room, chamber, laundry, and sewing room in the school building and all the appointments in the dormitory.

The gardens contain a little more than three acres, and are devoted to school gardening, agriculture, and horticulture. The greenhouse measures 25 by 36 feet, the tool house 42 by 16 feet.

The practical arts equipment includes also four wood and metal working rooms; a shoe repairing equipment; a room furnished for working with paper, cardboard, reed, raffia, leather, clay, and for chair seating; a printing room.

The forge shop, 32 by 60 feet, is equipped with eighteen forges and benches.

The mathematical department is supplied with collections of commercial and conventional objects for individual use and class observation in the study of geometry and arithmetic, in their appropriate development through all grades, including those of the high school.

The historical and literary departments are supplied with several hundred classified pictures and numerous charts.

The art departments are equipped with adjustable tables, models, type and ornamental forms, pictures, drawings, casts, and textiles illustrative of the phases of modern art teaching.

The musical equipment includes a gramophone with three hundred selections, and four pianos.

The library has been selected with especial reference to the

needs of teachers. Department libraries are proportionately represented. Magazines and pamphlets for general culture and departmental study are numerous. The pamphlet division already includes several thousand copies.

A radiograph, a kinetoscope, and an electric projection lantern, with numerous cards, films, and slides, have been provided. These are used in the various schools and supplement the work in geography, science, literature, and art.

The gymnasium is located in the dormitory and is well equipped with apparatus, shower baths, and lockers. Lawn areas are ample for out-door games, for which much material is supplied.

DESIGN OF THE NORMAL SCHOOL

“The design of the normal school is strictly professional; that is, to prepare in the best possible manner the pupils for the work of organizing, governing, and teaching the public schools of the Commonwealth” (Board of Education, May 6, 1880).

The work of each department is to secure these ends:—

Students — The leading motive and continuous effort are to change the student's point of view from that of the pupil to that of the teacher, to inspire him with the spirit of the true teacher, to train him to the noblest ideals and best habits of personality, thinking, teaching, and social service.

Children — The student is placed from the beginning of his course in immediate and close contact with children, that through them there may be revealed to him such appreciation of individual children and understanding of child life in general as will impress upon his mind the necessity of their interests being his chief concern. That schools should be organized to satisfy the needs of children, that school management is the process of securing self-control by the children, that children should be taught, rather than subjects, are truths which are presented as of fundamental importance.

Subjects — The thought of the student is carefully directed to the subjects of a public school course. Each subject is organized for instruction by deriving the content from the social experiences of the children and arranging it to follow their growing abilities, not the arbitrary order of a text-book. The appropriate sources of knowledge are found, the prominent processes of acquisition are emphasized, and corresponding forms of expression exemplified. The vocational and cultural values of each subject are discussed. Stress is laid upon accuracy of knowledge and the use of each subject as a *means* and not an end in education. Natural and helpful correlations of subjects are made and the place of each in a course of study indicated.

Teaching — The process of learning is compared with the process of teaching, the student being led to perceive most definitely that in learning the pupil concentrates his thought upon the object, that in teaching the teacher concentrates his thought upon the student's mental process of learning. Students are led to discover by personal observation that the teaching process consists of two parts, namely, preparatory thought (*i.e.*, lesson planning) and consequent instruction (*i.e.*, teaching). Lesson plans are derived by the students from the study of children in their free work and play, from observed teaching and the study of typical plans, and are found to include consideration of (1) aims, that is, needs of the children to be satisfied; (2) right mental activity of the child; (3) appropriate sources of knowledge and interest. Lesson teaching is perceived to be (1) skillful use of sources of knowledge and interest, (2) which use stimulates right activity in each child, (3) and enables him to satisfy his needs. Students, by practice in writing lesson plans and in teaching children in accordance with the plans, become certain that intimate knowledge of children and thorough lesson planning are, together with the personality of the teacher, the vital conditions for successful teaching; that lesson plans may free the teacher of the burden of the subject, and enable him to attend discreetly and heartily

to the needs and interests of the children. Similarly, the place and purpose of recitations, drills, examinations, and criticism are brought before the pupils for consideration and judgment.

Organization — The principles underlying the organization of a school are arrived at by the students by direct study of the training schools and other schools they have experienced, by consideration of children's needs as individuals and as members of society, and by use of the experience of teachers and other educational authorities.

Government — Students are led, by review of their own experiences in conforming, obeying, and controlling, by the testimony of others, by their knowledge of children, by their efforts in the training school, and by their study of psychology, to understand the relations between knowing, feeling, and doing, to value and use the instinctive reactions, and to attempt to form habits in themselves and children of right self-activity for the sake of self-development and service to others.

The school laws of the State receive due and appropriate study, in connection with the consideration of organization, government, and the history of education.

TRAINING SCHOOLS

MARK HOPKINS SCHOOL, NORTH ADAMS

On a lot adjacent to the normal school lot is a brick building, containing twenty class rooms, an assembly hall, two large basements, playrooms, a woodworking room for the kindergarten and primary grades, the motor and boiler rooms. In an annex is the gymnasium, forty by seventy-two feet, supplied with apparatus sufficient for the accommodation of classes of forty pupils each. All grades are represented, beginning with the kindergarten and extending through nine years of primary and grammar work to the high school. There are eighteen rooms, in each of which is a regular teacher in charge of a class not exceeding forty pupils. The principal is free for the direct observation and instruction of the normal students.

BRIGGSVILLE SCHOOL, CLARKSBURG

This training school is located in a typical mill village about three miles from the normal school, and is reached easily by electric cars. The building is modern, roomy, and heated by furnaces. The grounds are scanty. Each of the two rooms contains forty pupils, classed in four grades. The educational problems are distinctly those of a country mill village.

BISHOP SCHOOL, CLARKSBURG

This new training school is situated about one and a half miles beyond the Briggsville School. It is a typical rural school, occupying one room. The pupils number about twenty and are in six grades.

BROAD BROOK SCHOOL, WILLIAMSTOWN

The Broad Brook school is located in a farming district and is definitely a rural school, with the usual social problems pertaining thereto. The building is without modern conveniences, but the yard is roomy and the views magnificent. In each of the two rooms is a school of thirty-five pupils, the oldest grade being the sixth. The school is about five miles from the normal school, and is reached by electric cars.

These three training schools afford unusual opportunities for the study of children and the practice of teaching. Students begin their work in this department immediately after their admission and continue it regularly throughout the course. The rapidity of progress of the training school work depends on the ability and previous experience of the student. Definite oral instruction and printed schedules guide the observation of children individually, in groups, in classes, and the observation of teaching and control. In general the order of work is as follows:—

First Year — First term: general assistance and special teach-

ing to direct observation of individual children and of groups. Second term: teaching individuals or groups requiring special help and instruction of whole classes in formal subjects; observation of the class for prevailing and peculiar qualities.

Second Year — Third term: study of school organization and management, and practice in teaching and management. Fourth term: practice in teaching, the amount of responsibility conferred depending on the ability of the student.

Third Year. — Responsible charge of classes, elective work.

Students who have taught successfully before entering are given opportunities for responsible practice in teaching and disciplining as early in the course as their abilities warrant.

Close and appropriate supervision and instruction are given students by regular teachers in all the grades and by the principals of the various departments.

TACONIC HALL

The material of the dormitory is yellow brick and white marble, thus carrying out the color scheme. The building is 156 feet long and 100 feet wide, the courtyard being about 58x70 feet. On account of the slope of the land the basement floor is at grade with the courtyard, thus securing dry and light living rooms and making the wings as seen from the courtyard three stories high. The balcony over the east porch is available for persons living on the third floor, and the two west balconies accommodate those living on the first and second floors. Two guest rooms are provided for parents and friends. Two hospital rooms, with suitable furniture and intervening bath room, are on the third floor. The building is heated by steam and lighted by electricity. A subway connects the dormitory and the school building, affording easy access to the gymnasium and protection during inclement weather.

Unusual facilities* are provided for cultivating a homelike, social life. The rooms of the first floor afford opportunities for

STUDENTS

GRAMMAR PRIMARY COURSE

Senior Class

Vaneta Louise Alvord	Chester
Irene Arnold	Adams
Leila S. Bardwell	Shelburne
Grace Elizabeth Beeler	Adams
Dorothy Bengler	South Orange, N. J.
Bertha Laura Beverly	Williamstown
Clara Frances Bicknell	Charlemont
Margaret Browning	Bernardston
Ruby Budd	Lebanon, N. Y.
Jessie Randall Campbell	Rochester, Vt.
Amelia Julia Carbone	North Adams
Edith Helen Cromack	Shelburne
Mary Agnes Danaher	Williamstown
Mary Frances Fallon	North Adams
Helen Kathryn Flaherty	Cheshire
Lois Myra Flanders	Pownall, Vt.
Helen Elvira Gregory	Sheffield
Dora Margaret Harwood	North Adams
Mae Alma Hogan	Lenox
Mary Elizabeth Holian	Great Barrington
Nora Teresa Kelley	North Hadley
Eva Pearl King	Adams
Edith Marguerite Lacey	Pittsfield
Stella Amanda Ogert	Williamstown
Gertrude Effie Peck	Shelburne
Marion Dorrance Phelps	Pittsfield
Mary Saline Prindle	Chicopee
Frances Helen Richard	North Bennington, Vt.
Rosa Anna Schultes	Great Barrington
Mabel Shaad	Port Deposit, Md.

Clara Marguerite Spencer	West Stockbridge
Sadie Rose Spitzer	North Adams
Elva Mandana Stafford	North Adams
Bessie Marie Temple	East Charlemont
Catherine Mary White	North Hadley

Junior Class

Mary Emily Betti	North Adams
Aurora Louise Bissailon	North Adams
Charlotte Emeline Bliss	Egremont
Ida Marion Boehm	Adams
Louise Jessie Bradbury	Monterey
Gladys Roxana Brown	Prescott
Jennie Elsie Brown	North Adams
Anna Terese Burns	Pittsfield
Stella Butkavitz	Deerfield (South)
Margaret Mary Carolan	Pittsfield
Helen Muriel Cashmore	Jericho, Vt.
Dorothea Helen Cleveland	Holyoke
Florence Eileen Controy	Dalton
Lucy Frances Corcoran	Stockbridge (Glendale)
Olive Beatrice Couch	Pittsfield
Mary Agnes Cronin	North Adams
Agnes Loretta Cunningham	Williamstown
Jeanie Neilson Deans	North Adams
Marie Adel DeMouge	Great Barrington
Alice Laurretta Ducharme	North Adams
Grace Alice Griffin	North Adams
Sarah Caroline Harris	Hatfield (Bradstreet)
Harriet Theresa Hayden	Great Barrington (Housatonic)
Leonora Veronica Healy	Stockbridge
Anna Christine Hennessy	Waterbury
Marietta Clare Howard	South Shaftsbury, Vt.
Helen Hammond Illingworth	North Adams
Martha Jaffe	North Adams
Mary Tower Jones	Rowe
Mary Carmel Kernahan	Adams
Edith Kloetzle	Rowe
Annie Lenhoff	North Adams
Helan Elizabeth Mallery	North Adams

Lauretta Frances Martin	Pittsfield
Mary Ellen McGowan	North Adams
Clara Ruth McVey	Adams
Delcina Agnes Neilson	Adams
Wilma Willa Page	Enosburg Falls, Vt.
Elena Madaline Pozzi	North Adams
Esther Pearl Salkin	North Adams
Marion Helen Sisson	Walloomsac, N. Y.
Ruth K. Skelton	Cummington
Margaret Mercia Stuart	North Adams
Marion Nancy Tetley	Pittsfield
Mabel Irene Wardwell	Stamford, Vt.
Edith Susan Waterman	Taunton
Margaret Catherine Whalen	Lee
Nellie Catherine White	Great Barrington

KINDERGARTEN COURSE

Senior Class

Amy Mary Breed	Stockbridge
Josephine Williams Cowing	Hadley
Bertha Mabel Findlay	Greenfield
Lydia Laura Harris	Chester
Marion Imogene Hutchings	North Adams
Evelyn Kellogg	Greenfield
Elizabeth Ruth McDonald	Lanesborough
Mildred Irma Pease	Hatfield
Nina Lucy Sturtevant	Beverly
Blanche Eleanor Whitmore	North Adams

Junior Class

Eleanor Pauline Bird	Waterbury, Ct.
Lila Rachel Feeley	Pittsfield
Madeline Hannon	Pittsfield
Helen Hortense Heywood	Farley
Anna Loretta McDonnell	Lenox
Florence Ida Noble	Northampton
Elizabeth Allen Simmons	Pittsfield
Catherina Slaiger	North Attleborough
Evelyn Snow Teasdale	North Attleborough

HOUSEHOLD ARTS COURSE

Senior Class

Mabel Pauline Andrew	North Adams
Katherine Bagnall	Adams
Jane Alwine Bird	Windsor
Helen Keeler Bowman	Montpelier, Vt.
Marion Alice Briggs	Williamstown
Ruth Philanca Chapel	Washington
Helen Agnes Dougherty	North Adams
Alice Lyman Dutton	Norwich, Vt.
Catherine Ruth Gordon	Williamstown
Ruth Ryder Holden	Winchendon
Abigail Cashman Manning	Deerfield
Edna Julia Peck	Sheffield
Agnes Marie Reilly	North Adams
Ruth Elizabeth Stein	North Adams
Kathryn Streeter	Adams

Junior Class

Florence deRouville Boom	Adams
Katherine Alberta Carley	North Adams
Dorothy Carver	Bennington, Vt.
Margaret Anna Clahasey	Lenox
Annie Wilson Cowie	Gardner
Irene Marie Curley	North Adams
Emma Elizabeth Dewey	Great Barrington
Carolyn Augusta Fuller	Greenfield
Mabel Agnes Harrington	North Adams
Irene Elizabeth Hennessey	Springfield
Aline Mildred Lewis	North Adams
Helen Marjorie Moore	North Adams
Clara May Tanner	Stamford, Vt.
Myrtle Grace Temple	North Adams

SPECIAL COURSE

Georgina Ardella Gaines	Williamstown
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SHORT RESIDENT COURSES

Huldah M. Barden	Hoosick Falls, N. Y.
Ada Brookman	Williamstown
Mabel C. Bruce	Westborough
Elizabeth L. Curtis	Greenfield
Ellen E. Dunnell	Colrain
Ruth H. Gardner	East Weymouth
Esther L. Giles	Cummington
Eleanore E. Haskins	Savoy
Pauline Hicks	Rowe
Bessie L. Howes	Cummington
Helena O. Moore	Blandford
Mary E. Sanford	Plainfield
Hazel E. Shaw	Cummington
Janet C. Shearman	Williamstown
Bessie V. Snyder	Cummington
Mabel C. Snyder	Cummington.
Musa C. Streeter	Bernardston
Grace M. Thompson	Winterport, Me.
Margaret N. Turner	Cummington
Ada G. Wishart	West Leyden

CORRESPONDENCE COURSE

Jennie M. Adams	Westport, Mass.
Lila F. Adams	Stoughton
Camilla Gertrude Alstrom	Southwick
Alfred A. Averill	Edgartown
Leila Stone Bardwell	Bardwell's Ferry
Ida M. Bradshaw	Gardner
Ruth Lydia Broocklebank	Erving
Ada Elizabeth Brookman	Whitingham, Vt.
Mabel Catherine Bruce	Goshen
Pearl Mason Bugbee	Peru
Mildred Louise Burt	Oakham
Christine Vivian Cain	Savoy Center
Blanche G. Carey	Taunton
Evangeline Esther Calkin	Harwich
Clinton E. Carpenter	Rehoboth
Olive M. Carpenter	Hinsdale
Gertrude Carter	Ashburnham

Elizabeth S. Cavanagh	Guilford, Ct.
Kate Chase	Westport
Helen Louise Church	Shelburne Falls
Mary T. Cleary	North Harwich
Edna Crawford Coffin	Whitinsville
Catharine M. Connor	Millington
Mary Conway	Sharon
Alice Maude Cook	Charlemont
Annie T. Costello	Somerset
Emily S. Costello	Great Barrington
Olive B. Costello	Great Barrington
Winifred C. Callahan	Worcester
Ella E. Coye	North Truro
Elizabeth Curtis	Windsor
Isabel Davis	Princeton
Ellen Carroll Dagle	Turners Falls
Regina A. Dean	North Pownal, Vt.
Ethel E. Derby	West Granville
Ellen B. Dorsey	Marlborough
Ellen Elnora Dunnell	Gill
Lucy Estella Eastman	Southwick
Albert G. Eldridge	Blackstone
Ruth Mae Fiske	Granville Center
Harriet S. French	Gardner
Jennie Belle Friend	Lynnfield
Ruth Helen Gardner	Cummington
Eleanor E. Gibbs	Granville
Ellen Margaret Glennon	Stoughton
Mary Gillis Goldrick	Brockton
Bertha Greene	New Boston
Mary Keefe Guiney	Somerset
Gladys M. Hall	Springfield
Eleanore Elizabeth Haskins	Savoy
Mabel I. Haven	New Ashford
Nellie Healey	Stoneham
Pauline Hicks	Rowe
Gertrude May Hinchey	Somerset
Sarah Louise Hinchey	Somerset
Charles H. Holmes	Sharon
May Holmes	Sheffield
Laura L. James	Harwich
Hilda Mary Joyce	Ipswich

Sarah Joyner	North Marlborough
Cornelia McBreen Kast	Amherst
Ethel M. Keeney	Granville
Florence W. Keith	Eastham
Grace S. B. Kendrick	Hancock
Alice J. King	Westport
Ethel H. King	Hancock
Mary Kennedy	Millville
Caroline Marion Knight	Middleton
Rose Lillian LaPointe	Greenfield
Katherine Lane	Colrain
Catherine Leary	Blandford
Blanche E. Lyons	Hopedale
Florence Edna Lyons	South Sandisfield
Mary Mahoney	Millville
Katherine Maloney	Great Barrington
Clara Alice Manning	Middleton
Mary Martin	Millville
Vivian D. Mathewson	Swansea
Margaret Kimball McCarthy	Stoneham
Ruth M. McLaughlin	Millers Falls
Pauline Mende	Ware
Burr J. Merriam	Marblehead
Mary Catherine Monahan	Whitingham, Vt.
Ruth Mae Morgan	Sunapee, N. H.
May V. Murphy	Millville
Henrietta Murray	East Charlemont
Elizabeth S. Newman	Shelburne
Helen Newton	South Ashburnham
Nettie Waite Nichols	South Swansea
May E. O'Donnell	Oakham
Florence Carol Page	Oakham
Grace M. Payne	West Northfield
Grace C. Pease	Monson
Eudora Peck	North Westport
Grace M. W. Phelps	Wendell
Bertha Belle Race	Great Barrington
Gladys Viola Rand	Bradstreet
Mary Elizabeth Regan	Worcester
Ruth Frances Reynolds	Pittsfield
Lillian Maybelle Rush	Orange
Louisa May Sessler	Orange

Estella May Sheon	Athol
Marguerite Helen Skinner	Otis
Hannah Hoyt Sleeper	North Chelmsford
May Douglass Sleeper	North Chelmsford
Fannie Lovett Smith	South Deerfield
Helen Maude Smith	Swansea
Jennie May Smith	Holden
Bessie Snyder	Cummington
Mabel Catherine Snyder	Plainfield
Caroline Elizabeth Stearns	Wendell Depot
Helen Stott	Franklin
Hetty Taber	Southwick
May Eleanor Tower	West Townsend
Ellen B. Truesdell	Tiverton, R. I.
Marion Leona Tucker	Oak Bluffs
Louise Etta Tupper	Westport
Adelaide Vickere Weil	Cheshire
Margaret Donnelly Welch	Oxford
Sarah Laura Wheaton	Zoar
Josephine Etta Wheeler	Colebrook, Ct.
Lucy Edna Wilbur	West Brookfield
Ada Grace Wishart	West Leyden
Florence T. Young	Lynnfield Center

SUMMARY

Grammar primary course	82
Senior	34
Junior	48
Kindergarten primary course	19
Senior	10
Junior	9
Household arts course	29
Senior	15
Junior	14
Special course	1
Short resident courses	20
Correspondence course	124
	275
Counted twice	8
	267

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NORTH ADAMS NORMAL SCHOOL

1916

Catalog and Circular



1915-16

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STATE NORMAL SCHOOL

AT

NORTH ADAMS, MASS.

Established June, 1894

CIRCULAR AND CATALOG

For the Year ending June 30, 1916



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WRIGHT & POTTER PRINTING CO., STATE PRINTERS
32 DERNE STREET

1916

APPROVED BY
THE STATE BOARD OF PUBLICATION.

STATE BOARD OF EDUCATION

1916

Term expires
May 1

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1916.	ELLA LYMAN CABOT	BOSTON
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1918.	A. LINCOLN FILENE	BOSTON
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1917.	PAUL H. HANUS	CAMBRIDGE
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FACULTY

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FRANK F. MURDOCK	Psychology, pedagogy
ROY L. SMITH	Geography, science, gardening
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ROSA E. SEARLE	Geometry, arithmetic, music
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MARY L. BARIGHT	English language, literature
DONNA D. COUCH	Child study, school management
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BERTHA M. SHOLES	Sanitation, cooking, sewing
ANNA J. LAMPHIER	Handicraft, printing
HANNAH P. WATERMAN	Correspondence courses and rural training schools

Mark Hopkins Training School

DONNA D. COUCH	Principal
ALICE M. CARD	Ninth grade
MABEL V. FLAHERTY ¹	Ninth grade
AGNES C. MURPHY ¹	Eighth grade
CATHERINE M. WHITE ¹	Seventh grade
MARION H. KETCHUM ¹	Seventh grade
IDELLA HASKINS	Sixth grade
MARGARET M. MCCORMACK	Sixth grade
FRANCES A. DURNIN	Fifth grade
EMILY D. STACY	Fifth grade
FREELOVE CLARKE	Fourth grade
AGNES E. WALKER	Fourth grade
SUSAN G. LOMBARD	Third grade
ANNA A. FOLEY	Third grade
EMMA H. TINGUE	Second grade
RUTH C. GURDY	Second grade
LUCIE M. WARE	First grade
MAE E. MCGOWAN	First grade
ELIZA G. GRAVES	Principal, kindergarten
CATHERINA SLAIGER ¹	Assistant, kindergarten
ELIZABETH V. O'HERN ¹	Assistant, household arts
ALICE OWENS ¹	Special teacher

¹ Salaries paid wholly by the city.

Briggsville Rural Training School

MARGARET R. GALLON	.	.	.	.	.	Grammar department
RUTH A. LYMAN	.	.	.	.	.	Primary department

Broad Brook Rural Training School

DAISY S. LYON	.	.	.	.	.	Grammar department
EVA H. THOMPSON	.	.	.	.	.	Primary department

Bishop Rural Training School

NELLA H. COLE	.	.	.	.	.	Training teacher
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CALENDAR

1916

Graduation

Tuesday, June 27, 2 P.M.

Entrance Examinations

Thursday and Friday, June 22 and 23, at 8.30 A.M.

Tuesday and Wednesday, September 5 and 6, at 8.30 A.M.

School Year Begins

Training schools, Tuesday, September 5

Normal school, Thursday, September 7

Thanksgiving Recess

Normal school, Tuesday night, November 28, to Monday night, December 4

Training schools, Wednesday noon, November 29, to Sunday night, December 3

Christmas Recess

Normal school, Friday night, December 15, to Monday night, January 1

Training schools, Friday night, December 15, to Sunday night, December 31

1917

Winter Recess

Subject to change

Normal school, Friday night, February 23, to Monday night, March 5

Training schools, Friday night, February 23, to Sunday night, March 4

Spring Recess

Subject to change

Normal school, Friday night, April 27, to Monday night, May 7

Training schools, Friday night, April 27, to Sunday night, May 6

Graduation

Tuesday, June 26, 2 P.M.

Sessions are from 9 A.M. to 12 M., and 1.30 P.M. to 4 P.M. Saturday sessions are omitted.

STATE NORMAL SCHOOL

NORTH ADAMS, MASSACHUSETTS

LOCATION

North Adams is distinctly picturesque. The elevations that surround the city are among the most attractive of the Berkshire Hills. On the north side are rounded domes of the Green Mountains, on the east the abrupt wall of Hoosac Mountain overhangs the city, while on the southwest border rise the outlines of massive Greylock, the highest peak in Massachusetts. On the westerly slope of an eminence rising several hundred feet above the river are situated the school buildings.

The city is easily reached from the east and west by the Boston & Maine Railroad, from the south by the Boston & Albany Railroad. Electric cars connect the city with Williamstown and other towns to the west, with Adams and other towns southward through Berkshire County.

BUILDINGS

The school building, the dormitory, and the principal's house in exterior are of yellow brick and white marble, with metal roofs. The school building, in Italian style, is one hundred and fifty-two feet long, eighty-four feet deep, and three stories and basement in height. It is of slow-burning construction, the floor timbering and roof being carried with steel beams and trusses. The arrangement of stairways, which are iron, gives easy and safe egress.

In the basement are the boiler, engine, fuel, heating, and repair rooms, rooms for woodwork, printing, basketry, and chair seating, and a photographic dark room; in the first story, lunch, cloak, coat and toilet rooms, and four natural

science laboratories; in the second story, the assembly hall, offices, libraries, and classrooms for language, mathematics, and music; and in the third story, the physical and chemical laboratories; the kitchen, dining room, chamber, and sewing room; the kindergarten and art rooms.

REQUIREMENTS FOR ADMISSION

The admission requirements as given below will be in effect after January 1, 1916. For 1915 the admission requirements will be the same as for 1914.

I. A candidate for admission to a Massachusetts State normal school as a regular student must have attained the age of seventeen years if a man, and sixteen years if a woman, on or before the first day of September in the year in which he seeks admission (but for admission to the household arts course at the Framingham Normal School an age of at least eighteen years is required); must be free from diseases or infirmities or other defects which would unfit him for the office of teacher; must present a certificate of good moral character; and must present evidence of graduation from a high school or of equivalent preparation, and, in addition, offer such satisfactory evidence of scholarship as may be required by the regulations of the Board. He must submit detailed records of scholarship from the principal of the high school or other school in which preparation has been made, showing the amount of time given to individual subjects and the grades therein, and such additional evidence of qualifications for the calling of teacher as may be defined in the regulations of the Board relating to normal schools.

II. A candidate for admission as a regular student to a general course must offer satisfactory evidence of preparation in the subjects listed under "A," "B" and "C," amounting to 15 units, 10 of which units, however, must be in subjects under "A" and "B" and secured either by examination or certification. (The Massachusetts Normal Art School requires, in addition, that a special examination in drawing be passed. Applicants for admission to the Practical Arts Department of

the Fitchburg Normal School may substitute evidence of practical experience in some industrial employment in whole or in part for the above.)

A unit represents a year's study in any subject in a secondary school, constituting approximately one-quarter of a full year's work.

A. *Prescribed Subjects.* — Three units.

- (1) English literature and composition 3 units

B. *Elective Subjects.* — At least 7 units from the following subjects: —

(2) Algebra	1 unit
(3) Geometry	1 unit
(4) History	1, 2 or 3 units
(5) Latin	2, 3 or 4 units
(6) French	2 or 3 units
(7) German	2 or 3 units
(8) Physics	1 unit
(9) Chemistry	1 unit
(10) Biology, botany or zoölogy	$\frac{1}{2}$ or 1 unit
(11) Physical geography	$\frac{1}{2}$ or 1 unit
(12) Physiology and hygiene	$\frac{1}{2}$ or 1 unit
(13) General science	$\frac{1}{2}$ or 1 unit
(14) Drawing	$\frac{1}{2}$ or 1 unit
(15) Household arts	1 or 2 units
(16) Manual training	1 unit
(17) Stenography, including typewriting	1 or 2 units
(18) Bookkeeping	1 unit
(19) Commercial geography	$\frac{1}{2}$ or 1 unit
(20) Arithmetic	$\frac{1}{2}$ or 1 unit

For the present, the topics included within the foregoing subjects will be such as are usually accepted by the Massachusetts colleges for entrance. The outlines submitted by the College Entrance Examination Board (substation 84, New York City) will be found suggestive by high schools.

C. *Additional Subjects.* — At least 5 units from any of the foregoing subjects, or from other subjects approved by the high school towards the diploma of graduation of the appli-

cant representing work in addition to that for which credit is gained by examination or certification.

III. A. *Examinations.* — Each applicant for admission, unless exempted by the provisions of sections IV. and V., must pass entrance examinations in the subjects as required under "A" and "B." Examinations in these subjects will be held at each of the normal schools in June and September of each year (examinations for the Massachusetts Normal Art School are held only in September). Candidates applying for admission by examination must present credentials or certificates from their schools to cover the requirements under "C," and will not be given examinations in these subjects. Persons not able to present these credentials must obtain credit for 15 units by examination in the subjects listed under "A" and "B."

B. *Division of Examinations.* — A candidate for admission to a normal school may take all of the examinations at once, or divide them between June and September. A candidate will receive permanent credit for any units secured by examination or certification.

IV. *Admission on Certificate.* — A graduate of a public high school approved by the Board of Education for purposes of certification to a State normal school may be exempted by the principal of the normal school from examination in any of the subjects under "A" and "B" in which the applicant has a record of B or 80 per cent. in the last year in which such subject has been pursued and in which the principal of the high school shall certify that the applicant is entitled to certification, in accordance with standards as defined by the Board of Education.

Credits secured by any candidate from the Board of Regents of the State of New York, or for admission to any college in the New England College Entrance Certificate Board, either by examination or certification, or in the examinations of the College Entrance Examination Board, will be accepted towards the total of 10 units under "A" and "B." In addition to the units granted by certification candidates must present credentials for subjects under "C."

V. *Admission of Special Students.* — (a) When in any normal school, or in any course therein, the number of stu-

dents entered as regular students and as advanced students at the opening of any school year is below the maximum number for which the school has accommodations, the commissioner may authorize the admission as a special student of an applicant who, being otherwise qualified, and who, having taken the entrance examinations, has failed to meet the full requirements provided in the regulations of the Board, but who, nevertheless, is recommended by the principal of the normal school as, in his estimation, qualified to become a teacher. Such a special student shall be given regular standing only when he shall have satisfied all admission requirements, and when his work in the school, in the estimation of the principal, justifies such standing. The principal of the normal school shall report annually in October to the commissioner as to all special students. Certificates may be granted to special students in accordance with regulations approved by the Board.

(b) When in any normal school, or in any course therein, the number of students entered as regular students, as advanced students and as special students as defined in (a) at the opening of any school year is below the maximum number for which the school has accommodations, the commissioner may, subject to such special regulations as may be approved by the Board, authorize the admission to any class as a special student, on the recommendation of the principal, of a person possessing special or exceptional qualifications for the work of such class. Such special student shall not be considered a candidate for a diploma until he shall have qualified as a regular student, but may, on the satisfactory completion of the work of the course, be granted a certificate to that effect by the Board. The principal of the normal school shall report annually in October to the commissioner as to all special students in the school under the provisions of this section.

VI. *Admission as Advanced Students.* — A graduate of a normal school or of a college, or any person with not less than three years' satisfactory experience in teaching, may be admitted as a regular or as an advanced student to any course under such regulations as may be approved by the Board.

SCHEDULE OF ENTRANCE EXAMINATIONS

THURSDAY, JUNE 22, 1916

<i>Morning</i>	<i>Afternoon</i>
8.30- 8.45. Registration	1.30-2.30. Geometry
8.45-10.30. English literature and composition	2.30-4.00. Latin, arithmetic
10.30-11.30. History	4.00-5.00. General science
11.30-12.30. Algebra	

FRIDAY, JUNE 23, 1916

<i>Morning</i>	<i>Afternoon</i>
8.15- 8.30. Registration	1.30-2.30. Chemistry, physics
8.30- 9.30. Drawing, stenography	2.30-3.30. Physiology, bookkeeping
9.30-11.00. French, German, current events	3.30-4.30. Biology, botany, zoölogy
11.00-12.00. Physical geography, commercial geography	4.30-5.30. Household arts or manual training

TUESDAY, SEPTEMBER 5, 1916

<i>Morning</i>	<i>Afternoon.</i>
8.30- 8.45. Registration	1.30-2.30. Geometry
8.45-10.30. English literature and composition	2.30-4.00. Latin, arithmetic
10.30-11.30. History	4.00-5.00. General science
11.30-12.30. Algebra	

WEDNESDAY, SEPTEMBER 6, 1916

<i>Morning</i>	<i>Afternoon</i>
8.15- 8.30. Registration	1.30-2.30. Chemistry, physics
8.30- 9.30. Drawing, stenography	2.30-3.30. Physiology, bookkeeping
9.30-11.00. French, German, current events	3.30-4.30. Biology, botany, zoölogy
11.00-12.00. Physical geography, commercial geography	4.30-5.30. Household arts or manual training

TIMES OF EXAMINATION AND ADMISSION

Examinations for admission to the normal school are held at the close of the school year in June, and also at the beginning of the school year in September, as stated in the calendar. Candidates are advised to present themselves at the first examination.

It is advisable that application be made soon after January 1, and that certificates be forwarded early in June.

New classes are admitted to the normal schools only at the beginning of the fall term. Candidates should come in September prepared to stay, as regular work begins on the day following the examinations. In exceptional cases admissions to classes already formed are allowed at the beginning of the second term.

CURRICULA

I. Elementary and Intermediate Departments combined

Designed primarily for students preparing to teach in the first six grades of central elementary schools and in rural schools of all grades.

A period is forty-five minutes in length.

NAME AND NUMBER OF COURSE	Number of Weeks	PERIODS WEEKLY OF —		
		Recitation	Laboratory or Teaching	Expected Outside Preparation
<i>First Year</i>				
English Language 1	19	2	—	3
English Language 2	19	3	—	2
English Language 5	19	2	—	1
English Language 7	10	1	—	2-4
Mathematics 1	19	3	—	3
Mathematics 2	19	5	—	5
Practical Science 1	19	2	1	3
Practical Science 2	19	1	2	2
Physical Education 1	19	3	Occasional	2
Physical Education 2	38	—		3
Music 1	19	4	—	1
Music 2	38	1	—	—

I. Elementary and Intermediate Departments — Concluded

NAME AND NUMBER OF COURSE	Number of Weeks	PERIODS WEEKLY OF —		
		Recitation	Laboratory or Teaching	Expected Outside Preparation
Drawing and Fine Arts 1	38	Occasional	3	—
Practical Arts 1	12	Occasional	3	1
Practical Arts 2	12	Occasional	3	1
Practical Arts 3	12	Occasional	3	1
Practical Arts 4	19	1	2	3
Education 1	28	1	—	1
Education 6	19	—	4	1
Education 7	19	—	4	2
<i>Second Year</i>				
English Language 3	19	3	—	3
English Language 4	19	2	—	2
English Language 6	19	3	—	1
Literature	38	3	—	3
Practical Science 3	19	1	1	2
Physical Education 3	38	Occasional	3	Occasional
Music 2	38	—	1	—
Drawing and Fine Arts 2	19	Occasional	3	Occasional
Practical Arts 5	19	Occasional	2	—
Practical Arts 7	19	Occasional	2	—
Geography	38	2	1	3
History, Social Science 1	19	3	—	3
History, Social Science 2	19	1	—	1
Education 2	19	5	—	5
Education 3	19	1	—	1
Education 4	38	1	—	1
Education 8	6	—	18	25
Education 9	6	—	18	25
<i>Elective</i>				
Practical Arts 6	19	$\frac{1}{2}$	$1\frac{1}{2}$	2
Practical Arts 8	19	Occasional	2	2
Education 5	38	3	—	3

II. Primary Department¹

The curriculum of this department varies from that of the elementary department in the substitution of Education 5, kindergarten theory and method, in place of History and Social Science 1, in the first half of the second year, and in place of Literature during the second half of the second year.

The principles which control kindergarten instruction apply not alone to children three or four years of age, but as well to the whole phase of early childhood, — the period extending from two or three to seven or eight years of age. Kindergarten and primary instruction differentiate not in principle, not in general method, but in the adaptation of ways and means to the tendencies and growing powers prominent at that period. The process is continuous, the objects studied vary, constructive power widens in application, the use of symbols becomes increasingly prominent. The curriculum as planned and practiced trains teachers to work in primary grades, to make due connection with previous kindergarten and home instruction, and to make possible and easy the development characteristic of following years.

Practice teaching is confined to the kindergarten and first four grades if the number in the class is not too large. Observation ranges through older grades also, according to the need of the student.

Elective Courses in Household Arts

Students of requisite ability who desire to prepare in a larger degree to teach the household arts in rural and semi-rural schools, with the purpose of making the schools more vital factors in the welfare of the several communities, are allowed to take elective advanced courses in cooking and sewing in place of portions of the work in mathematics, history, and literature, yet not to the degree of lessening efficiency in the usual instruction required in elementary schools.

¹ Designed for students preparing to teach in primary grades.

Candidates for these elective courses must be of superior ability, must present evidence of skill in cooking and sewing, and should have studied chemistry in the high school.

Elementary-Intermediate Department

JUNIOR CLASS

<i>First Half Year</i>		<i>Second Half Year</i>	
English Language 1	2	English Language 2	3
Mathematics 1	3	English Language 5	2
Practical Science 2	3	Mathematics 2	5
Physical Education 1	3	Practical Science 1	3
Physical Education 2	4	Physical Education 2	4
Music 1	4	Drawing 1	3
Drawing 1	3	Practical Arts, 1, 2, 3	3
Practical Arts 1, 2, 3	3	Practical Arts 4	3
Education 1	1	Education 1	1
Education 6	4	Education 6	4
—		—	
Periods per week	30	Periods per week	31

SENIOR CLASS

<i>First Half Year</i>		<i>Second Half Year</i>	
English Language 3	3	English Language 4	2
Literature	3	English Language 6	3
Practical Science 3	2	English Language 7	1
Physical Education 3	4	Literature	3
Drawing 2	3	Physical Education 3	4
Practical Arts 5	2	Practical Arts 7	2
Geography	4	Geography	2
History, Social Science 1	3	Education 2	5
History, Social Science 2	1	Education 3	1
Education 4	1	Education 4	1
Education 8	4	Education 9	6
—		—	
Periods per week	30	Periods per week	30

ENGLISH LANGUAGE

The aims common to all these courses are to know that language is instinctive and is vital to thought. To discover by personal investigation how hearing and seeing language, speaking and writing, spontaneity and originality in expression vary naturally in each child in the successive phases of his development, and in different children at the same stage of development.

To teach language as a means of expressing experience. To appreciate the complete dependence of expression on impression in learning conventional language. To derive the content of language lessons, both instruction and practice, from the expressions of children, and to apply the same to their real activities.

To define the respective purposes of instruction, application and correction. To know the conditions essential to securing skill in the correct use of language. To distinguish the causes of bad language habits in each pupil.

To adapt the steps in the subject and the modes of instruction and drill to the needs of the individual; to the characteristics of the class. To establish habits of correct speaking and writing. To base methods of instruction, drill, and correction on the structure and functions of the brain and on the natural way in which children learn language.

English Language 1. Oral language. Miss BARIGHT.

First half of first year. Nineteen weeks; two periods weekly; outside preparation, three periods weekly.

Aims (in addition to those common to all English language courses): To judge and correct one's own oral language on both formal and informal occasions. To compare the oral language of children from different home environments, from similar home environments. To compare in-school and out-of-school speech habits as to vocabulary, sentence forms, pronunciation, quality of voice, spontaneity, and self-correction. To discriminate the speech errors of individual pupils.

To make instruction agree with the natural way in which all children learn speech. To realize that spontaneity, pride in correct expression, and enjoyment of discrimination in language are stimulated chiefly by emulation.

Content: Kinds of language. How speech is learned. Conversation, — characteristics of children's; why, when and how to hold; language improve-

ment resulting. Story telling, — purposes, types of stories, selection, adaptation, preparation, telling, effects. Use of pictures. Dramatizing, — dramatic play, home play, free play at school, guiding dramatic play, effects. Reciting rhymes and poetry, cumulative prose stories and other prose selections, — importance to children, place in the teaching of English, choice.

Method: Mutual observation and correction by students of their own language. Observation and grouping of errors in children's speech for instructive, corrective, and drill lessons.

Observation of lessons taught by the regular teacher or the normal school instructor. Report and discussion of the content and method of the lesson and of the children's responses. Illustration and analysis of methods of teaching type lessons.

Collection and arrangement of material for illustration and application. Comparison of manuals of language instruction. Planning lessons for imitative teaching. Instruction of retarded or advanced individuals, or groups, and of whole classes. Correlation with drawing and the practical arts.

English Language 2. Reading and spelling. Mr. ELDRIDGE.

Second half of first year. Nineteen weeks; three periods weekly; outside preparation, two periods weekly. This course emphasizes the elementary processes of learning to read silently and orally.

Aims (in addition to the aims described in previous language courses): To establish the habit of judging and correcting one's own reading. To make methods of teaching reading conform with brain structure and function. To make clear the necessity of teaching one language process at a time. To account for the variations in the vocabularies and sentence construction of children's speech and reading, in good and poor reading, in quality of reading in other than reading lessons, in kinds of mistakes. To compare the relative amounts of instruction and correction necessary in learning to speak and to read. To adapt silent and oral reading in kind and amount to the differing ability and development of the children.

Content: Analysis of oral rhymes and prose stories. Kinds of oral-word lessons. Meanings of oral words. Word hearing (phonics). Word pronouncing.

How written language is learned. Story method of learning silent reading; comparison of prevailing methods. Sentence making. Kinds of printed word lessons. Meanings of printed words. Word seeing (graphs). Oral reading (phonograms). Written spelling. Oral spelling. Use of capitalization and punctuation in reading. Use of the dictionary.

Method: Demonstration of the structure and functions of the brain as related to reading. Observation of illustrative lessons. Report and discussion of the content and method of these lessons and of children's responses.

Observation and grouping of errors in children's reading and spelling for instructive, corrective, and drill lessons. Illustration and analysis of prevailing methods of teaching reading and spelling. Comparison of manuals.

Collection and classification of material for silent, oral, and drill reading in elementary grades. Planning lessons for imitative and original teaching. Modification of lessons to meet the needs of non-English speaking pupils. Instruction of retarded and advanced pupils, native or foreign born.

English Language 3. Grammar. Mr. ELDRIDGE. Miss BARIGHT.

First half of second year. Nineteen weeks; three periods weekly; outside preparation, three to four periods weekly. The cultural elements are more prominent than the professional.

Cultural. Aims: To teach the sentence as the expression of a thought, a judgment. To cultivate power of discrimination in hearing, reading, and making sentences. To establish correct grammatical standards as to sentence structure and word forms. To fix correct grammatical habits. To train to think straight, to define accurately, to explain logically. To teach the analysis of sentences as a means of appreciating literature.

Content: Ideas and thoughts. Words and sentences. Thinking and speaking. Elements, complements, modifiers. Kinds of sentences. Analysis of sentences to judge correctness and definiteness of expression. Parts of speech, classes and inflections. Substantives and modifiers. Verbs, complements, and modifiers. Participles and infinitives. Prepositions and conjunctions. Analysis of words in sentences to determine correctness of form and use.

Emphasis on discernment and correction of personal errors in speech, in script. Intelligent use of principles, rules, and definitions. Cultivation of enjoyment of good usage.

Method: Definite, logical, organized instruction to establish correct standards and habits. Constant observation, discussion, and correction by each student of his own language, of others' language. Tests to measure progress.

Professional. Aims: To know children's language as a growing organism. To observe how grammatical usage is learned during childhood and youth. To discover the dawn of consciousness in the use of language and its effect on learning and using language.

To test the relative abilities of sensory and motor minded pupils to hear and see language as such. To observe the relation between poor use of English (oral and written) and habits of study, and to discover the causes thereof.

To adapt instruction to types of mind, relative abilities, and interest in language. To illustrate ways and means of getting children to correct their own language. To cultivate children's interest in language as an art.

Content: Grammatical elements peculiar to each phase of development. Effect of environment. What constitutes good usage to younger pupils, to older pupils. Pupils' errors as the chief source and occasion for grammatical instruction. Kind and amount of systematic grammar profitable for older elementary pupils. Relative influence of illustrations and rules as guides to correct use. Relative importance of learning by imitation and instruction, in younger, in older grades. Adaptation of instruction to the needs of non-English speaking pupils.

Method: Passive and active observation of the language of children and youth. Collection and classification of grammatical errors heard and seen. Observation of lessons taught by the regular teacher or the normal school instructor. Reports and discussion of the methods and results. Imitative teaching. Writing lesson plans involving logical thinking. Teaching and criticism. Discussion of responses of and permanent effects on children. Tests of progress. Investigation of attention to grammatical errors in other lessons. Comparison of grammars and manuals. Modes of using courses of study and manuals.

English Language 4. Composition. Miss BARIGHT.

This course accompanies each of the other English language courses. It occupies the equivalent of nineteen weeks; two periods weekly; outside preparation, two periods weekly. Oral composition is emphasized in connection with English 1 and 3; written composition in connection with English 2 and literature. The course is equally cultural and professional.

Cultural. Aims: To induce habits of fluent and accurate, original and individual expression. To feel the æsthetic importance of fine arrangement. To think discriminately, connectedly, logically. To express adequately. To realize the dependence of progress in thought upon progress in expression. To promote social intercourse.

Content: The standard of good usage. Diction. Structure of sentences, — use of complements and modifiers, grammatical agreement and reference; unity, order, co-ordination, subordination, parallelism, logical agreement, etc. Structure of a composition, — unity, organization, coherence. Analytical outlines. Letter writing. Arrangement of manuscript. Technical elements of expression.

Method: Study of illustration. Preparation of outlines. Speaking with and without notes. Prepared and extemporary discussion. Writing exercises, — sentences, paragraphs, compositions. Correction of papers written by self, by others. Revision of typical papers.

Professional. Aims (see English Language 1, oral language): To compare the ways in which children learn oral and written expression. To compare the written language of children from different home environments, from similar environments; of children of objective and subjective types. To discover which children base written expression on speech, which on reading; in younger grades, in older grades.

To discover the relative importance of oral and written expression in promoting intelligence in younger children, in older children. To adapt instruction to the interests and needs of children at each stage of development. To base instruction and practice on the present experiences of children.

To know that consciousness by each pupil of a definite useful purpose in the written expression is the most important motive in securing sustained effort. To know that the æsthetic appearance of a written paper is motivated for the most part by desire for approval. To know that progress in written composition depends almost wholly on the ability and habit of self-correction of daily efforts.

Content: Conversation. Reproduction. Original composition, — spontaneous remarks, description, narration, explanation, argument. Co-operative composition. Enlargement of sentences, condensations of paragraphs. Letters, — social and business. News items. Telegrams. Advertisements, etc.

Comparative development of oral and written composition. Use of experiences, pictures, and text for suggestions. Use of summaries, questions, and topics to guide composition. Correction, — to what purpose, how, by whom, when, how often. Revision. Effects of correction and revision on spontaneity and originality.

Method: Listening to children on formal and informal occasions. Observation of instructive and of practice lessons. Conduct of similar exercises with individuals and groups of pupils. Analysis and report of pupils' speech and writing.

Discussion of kinds of errors and modes of correction. Comparison of the oral and written products of the same pupil, of good and bad talkers; of good and bad writers. Discrimination of causes of good and bad work.

Preparation of lesson plans for typical exercises. Comparison of manuals of instruction. Investigation of use of composition in connection with various school subjects.

English Language 5. Oral reading. Miss BARIGHT.

Second half of first year. Nineteen weeks; two periods weekly; outside preparation, one period weekly. This course is in direct sequence with English 1 and 2, and emphasizes reading as an art. Although the work is largely cultural the professional applications are made of each topic to facilitate early practice teaching.

Aims (in addition to the aims described in English 1 and 2): To think intelligently, — to think ideas separately, in their group relations; to perceive their relative importance, to follow the development of the thought. To respond promptly and fully to the emotions described or suggested in the text. To imagine situations vividly and in detail. To understand thinking and feeling as causes of expression. To understand the body and voice as means of expression. To cultivate ease, grace, and dignity of poise. To use the voice correctly and effectively.

To know what in children constitutes naturalness of expression, how to preserve it, how it is lost, how to recover it. To know the attitude towards oral reading of younger children, of older children, and the reasons therefor. To account for the variations in oral reading of sensory and motor minded pupils. To recognize the variation in oral reading due to defective sight or hearing, or to wrong use of the voice.

Content (see English 1 and 2); Conversation, — characteristics, comparison with oral reading, elements to be emphasized in oral reading.

Story telling, — comparison with conversation and oral reading; from memory and by aid of a book; types of stories and their characteristics; adaptation to the changing needs and interests of children; characteristics of a good story teller.

Silent reading, — processes, intellectual and ethical effects, fundamental importance, effect on oral reading.

Oral reading, — processes, purposes, characteristics, types of material for successive phases of development, sources of material, causes of loss of power in pupils of older grades.

Distinction between word lessons, oral reading, and reading drills. Individual and group reading. Relation of the reader to other members of the class. Modes of preparing for oral reading. Tests of successful reading. Reading drills, — kinds, purpose, time, devices.

Method: Active participation by the normal school instructor with the students in conversation, telling anecdotes and stories, dramatization, and oral reading to exemplify ideals of fine and adequate expression. Practice by students to make all oral expression interpretative. Oral analysis of speech to prove intelligent grasp of thought. Oral exemplification of correct and incorrect utterance. Observation of lessons with children, etc., as described in the methods of English Language 1 and 2.

English Language 6. Oral reading 2. Miss BARIGHT.

Second half of second year. Nineteen weeks; three periods weekly; outside preparation, one or two periods weekly. This course is a direct continuation of Reading 1, but emphasizes the professional more than the cultural aspect.

Aims (see English 1, 2, and especially 5): To exemplify satisfactorily oral reading for each grade of children. To appreciate the kind and degree of emotional expression characteristic of children at different stages of development. To arouse children's pride in reading aloud. To give personal aid needed by individual children, and to adapt material and instruction thereto. To improve the quality and accuracy of each student's expression. To use oral reading to stimulate silent reading and to teach literature, adapting the same to the several types of pupils. To promote reading aloud at home.

Content (in addition to Reading 1): Speaking, — extemporaneous reports and discussions of current events, recitation of memorized selections, original talks from outlines. Distinction between reciting, acting, and oral reading. Relative kind and amount of preparation for oral reading. Exercises for qualities of expression as related to the thought and feeling. Exercises for accuracy in use of the voice as a mechanism. Modes of stimulating interest and effort in oral reading.

Method: Observation of lessons, as described in the methods of antecedent courses. Active instruction of children, especially of those needing instruction. Discussion of results obtained, modifications necessary. Comparison of influence of material selected by children and of contents of school readers. Preparation for oral exercises on public occasions.

English Language 7. Penmanship. Mrs. COUCH.

Second half of first year. Ten weeks; one period weekly; outside preparation, enough to attain the standard. Cultural and professional.

Aim: Free, easy, legible, beautiful handwriting. Ability to teach penmanship.

Content: Correct position of body, pencil, pen, and paper. Drills for movement and control. Length and frequency of drills. Application in other subjects. Gradual perfection of form. Motives to induce practice. Care of ink, pens, and paper.

Method: Practice under imitation and direction. Persistent use in connection with other subjects.

Observation of pupils under instruction and at practice. Analysis of pupils' movements and papers. Discussion of variations and their causes. Organization of procedure in a series of grades.

LITERATURE

Literature. Miss BARIGHT.

Second year. Thirty-eight weeks; three periods weekly; outside preparation, three periods weekly. The course is equally cultural and professional, the latter element being emphasized the second half year.

Aims: To develop taste and enjoyment in reading literature. To use literature to find and extend one's self, to give a new sense of truth, to develop ap-

preciation of beauty, to enrich thinking, to intensify perception of and sympathy with all phases of life, to create and preserve ideals, to develop character, to give better knowledge of human nature, to vitalize thinking concerning common things.

To show the relation of literature to history. To illustrate the natural and true approach to literature. To know the forms of literature and how to use literature to improve use of language.

To show the characteristics of children to which literature must be adapted. To collect and classify literary material according to the needs of pupils in successive phases of development according to the requirements for special occasions. To use the library effectively. To become familiar with the best thought concerning the value and use of literature in schools. To teach how and when to use song and story in the instruction of children.

Content: Works and lives of selected American and English authors. Works and lives of modern nature writers. Characteristics and development of the short story and lives of leading writers. Correlation of literature with other subjects. Function of literature in the education of children.

Characteristics of folklore, fairy tales, fables, myths, legends; stories of physical prowess and heroism, nature and animal stories, tales of adventure, serious effort, and humorous stories; stories of intellectual and ethical heroism, of achievement, adventure, romance, chivalry; dramas. Testing of the effects of prose and poetry, and interpretation by vocal expression.

Methods of teaching literature according to its form and the maturity of the pupils.

Opening exercises, — purpose, variety of interests, use of material, children's initiative, results.

Method: Oral reading, story telling, and dramatization by the normal school instructor to exemplify fine ideals and standards; by the students, to strengthen and enlarge ideals and to learn correct habits of expression. Silent reading, investigation, reports, and discussions.

Observation and analysis of lessons taught by the normal instructor or the regular teachers. Writing of lesson plans for teaching by presentation and questioning, both in normal classes and at the training schools. Investigation of the outside reading of children and source of material; of use of school libraries.

MATHEMATICS

Mathematics 1. Concrete geometry. MISS SEARLE.

First half of first year. Nineteen weeks; three periods weekly; outside preparation, three periods weekly.

Aims: To observe the untaught modes of construction by children. To perceive the natural order of project, use, form, measurement, and size. To perceive the natural place of drawing in project making. To discern the appearance of mathematical reasoning and of definition. To judge of mathematical maturity as evidenced in projects. To find points of contact for definite instruction in form, measurement, and size; concrete classification and demonstration.

Content: Observation of objects and processes used in construction by children and by mechanics; grouping according to form; usefulness of each form.

Position and relative positions of lines, surfaces, and solids. Use of straight-edge, plumb, level, and try-square.

Concrete measurement and reasoning in finding area and volume. Making sketches, working drawings, and patterns on square-ruled and plain paper for the construction of geometrical objects and derived forms. Analysis, classification, and definition of figures and solids.

Concrete demonstrations of elementary principles of geometry; growth of abstract demonstration; cultivation of mathematical English expression. Selection of projects and material according to needs and interests of children. Use of projects to motivate other subjects. Plans of lessons.

Method: Personal observation and investigation of children at play, of mechanics at work; reports and discussions. Making, building, drawing to understand the scope and difficulty of projects. Study of geometrical forms from type solids, drawings, and architecture of the vicinity. Observation of children when taught by normal school instructor or by the teacher of the grades. Perception and record of plans in model lessons observed. Writing new lesson plans.

Mathematics 2. Arithmetic. Miss SEARLE.

Second half of first year. Nineteen weeks; five periods weekly; outside preparation, five periods weekly.

Aims: To observe the numbers and number processes used by children apart from instruction. To base instruction on the knowledge and ability discovered in children. To adapt instruction to meet the conditions under which children use number in buying and selling, construction, and computation. To discern the appearance and promote the growth of mathematical reasoning. To use arithmetic to measure conditions described in other subjects.

Content: Observation of the conditions under which children use numbers apart from instruction. Organization of the number facts and processes commonly used by children, by parents, by clerks, by mechanics, etc. Selection of projects for points of contact in teaching. Figuring and its relation to reasoning. Analysis of problems, place and use of diagrams and formal explanations. Comparison of mathematical abilities of children and reasons for differences. Study of children's papers, textbooks, newspapers, reports, accounts.

Method: Personal investigation by students. Reports and discussions. Preparation of illustrative material for teaching. Special trips to stores, banks, and offices. Drills in computation to secure accuracy and in solution of problems to test reasoning. Observation of model lessons. Writing lesson plans. Comparison of textbooks.

GEOGRAPHY

Geography. Mr. SMITH.

First half of second year. Nineteen weeks; four periods weekly; outside preparation, eight periods weekly.

Second half of second year. Nineteen weeks; two periods weekly; outside preparation, four periods weekly.

Aims: To observe definitely the geographical phenomena of the locality. To imagine distant phenomena clearly by definite use of local observations. To reason from cause to effect. To organize and locate the geographical facts

necessary for intelligence as to current events. To observe the responses made to geographical phenomena by children in their several stages of development. To base instruction on the personal experiences of pupils.

Content: Local geography, — features most prominent, most used by children, most important to the welfare of the citizens. Representation by sand modeling, map sketching. Reading of local maps. Use of the school and home gardens for learning elementary facts of agriculture.

Travel geography, — comparison of distant places and people with local conditions, careful study of type regions and activities. Earth as a whole, — relief, drainage, climate, productive areas, populous areas, means of communication. Kinds and uses of maps, globes, and text. Place of map drawing and editing.

Comparative study of continental features and activities. Detailed study of Massachusetts and the United States. Great nations, — their importance, influence of geographic environment, interdependence of peoples.

Method: Numerous class trips for careful observation of geographical features. Special investigations. Reports and discussions of observed phenomena and of their relation to children's study.

Laboratory experiments to illustrate and explain causal relations. Personal practice in sand modeling, map drawing, and map reading. Comparison of textbooks, supplementary reading, and maps to find their appropriate place and use. Collection and arrangement of illustrative material. Observation and analysis of model lessons. Adaptation of lesson plans to maturity of children.

HISTORY AND SOCIAL SCIENCE

History and Social Science 1. American history. Mr. ELDRIDGE.

First half of second year. Twelve weeks; four periods weekly; outside preparation, five periods weekly.

Aims: . To distinguish the phases of human endeavor which are of most interest to children at their several stages of development. To adapt instruction to the maturity of pupils. To cultivate interest and initiative in historical reading. To inculcate ideals of patriotism based on social justice. To realize that a State or nation is the creation of the people or is what the people permit or tolerate.

Content: Observance of historical holidays. Stories of primitive life. Fairy stories, myths, and legends. Stories of physical prowess, — explorers, settlers, soldiers, sailors, etc. Stories of intellectual conquest, — inventors, builders, merchants, statesmen, authors, etc. Stories of moral heroism and other elements of character. (These topics are considered more fully in connection with the course in literature.)

Local history and its relation to local geography. Growth of the United States, — territorial, industrial, political, social. Interstate and international relations. Relative importance of chronological and causal sequences. (These topics are treated in detail for use in older grades.)

Method: Observational trips to places of historical interest. Reports and discussions of historical features of importance to children.

Critical consideration of the relative value of historical stories and textbooks; of pictures and maps. Collection and arrangement of illustrative material.

Observation of model lessons. Writing lesson plans for types of instruction. Adaptation of methods to secure initiative and interest in historical reading; in current events. Conduct of trips, recitations, and discussions.

History and Social Science 2. Civics. Mr. ELDRIDGE.

First half of first year. Seven weeks; four periods weekly; outside preparation, five periods weekly. The study of civics is in part contemporary with the study of American history and in part follows that course. The subject is more cultural than professional.

Aims: To recognize and define the social problems of the day in rural and urban communities and in different States and nations. To trace the course of prominent social movements. To know present-day methods of solving these problems. To feel personal responsibility for social welfare. To investigate the intelligence and moral attitude of children as to social problems.

Content: Interrelations of institutions, — family, school, church, town, city, State, nation, and society. Opportunity for the individual. Relations of labor and capital; of capital and politics. Responsibility of society for protection of health, care of the poor, prevention of ignorance, poverty, and crime. Responsibility of the public school for development of moral intelligence. Consideration of topics that can be taken up profitably with children in the grades.

Method: Observational trips by individuals, groups, and classes to various residence districts; to public buildings, especially the city or town hall, police station and court room, fire houses, hospital, waterworks, library, mills, stores, markets, etc. Practice at the training schools in promoting better and more active citizenship. Reading and discussion of contemporaneous books and magazine articles. Reports of observed socializing instruction in rural and urban schools. Discussion of practicable methods for interesting parents in making schools centers of socializing work.

PHYSICAL EDUCATION**Physical Education 1. Hygiene. Miss SKEELE.**

First half of first year. Nineteen weeks; three periods weekly; outside preparation, two periods weekly.

Aims: To understand the elementary facts of the structure, function and care of children's bodies. To feel personal responsibility for the physical welfare of children. To use methods that result in the formation of health habits and respect for the laws of health.

Content: Objective study of organs and tissues to insure right knowledge of the simpler structures and functions of the human body. Recognition of the physical characteristics of children peculiar to each stage of development. Observation of children to discover normal and abnormal conditions of health. Investigation of conditions in the schoolroom, on the playground, and in the home environment which produce normal and abnormal conditions.

Discrimination of facts of structure, function, and hygiene stimulating in children the practice of health habits, and necessary to parents and teachers in order to take intelligent care of children. The topics treated in detail are vision, hearing, posture; teeth, nose, throat, skin, hair; clothing, drinking cups, and towels; cleanliness; ventilation; emergencies; use of tobacco and alcoholic liquors, signs of contagious diseases, bacteria. Selection of material and methods of teaching that result in health habits and respect for the laws of health.

Method: Reference to knowledge gained by personal experience in ill health, in caring for children or the sick, and by observation of parts of lower animals

seen at home or in the market. Reference to personal conditions made manifest by the entrance physical examination. Observational study of shank of beef, haslet, skeleton; manikin, models of brain, eye, ear, respiratory tract, and pelvic cavity; pictures and diagrams, microscopic slides. Observation of instruction of children by the instructor in hygiene and by the teachers at the training schools. Perception of plans in lessons observed. Writing lesson plans. Exposition of materials and methods, collected and arranged for use with children. Discussion of the relation of hygiene to social welfare.

Physical Education 2. Gymnastics 1. Miss SKEELE.

First year. Thirty-eight weeks; three periods weekly; outside preparation, occasional.

Aims: To enjoy playing games, dances, and other exercises, indoors and outdoors. To understand children's need of physical activity and to sympathize with their play spirit. To improve health of body and vigor of mind; posture and carriage.

Content: Games, dances and other exercises adapted to students for children, for indoor and outdoor use. Corrective exercises adapted to school conditions. Apparatus work suitable for playground instruction. Adaptation of exercises to age and sex; to restrictions of schoolrooms and playgrounds. Use of phonograph records. Use of language in directing exercise.

Method: Active play. Observation of and playing with children. Imitative teaching. Umpiring games, etc. Observation and discussion of children of forms of exercise, of adaptations, of influence of school on home play and work.

Physical Education 3. Gymnastics 2. Miss SKEELE.

Second year. Thirty-eight weeks; three periods weekly; outside preparation, occasional.

Aims (see Gymnastics 1): To acquire skill in conducting corrective exercises, folk dances, and games.

Content: As described for Gymnastics 1.

Method: As described for Gymnastics 1; also, observation of instruction by the normal school instructor; by the teachers of the grades. Practice teaching with and without immediate supervision. Playground direction.

PRACTICAL SCIENCE

Practical Science 1. Sanitation. Miss SHOLES.

Second half of first year. Nineteen weeks; three periods weekly; outside preparation, three periods weekly.

Aims: To practice cleanliness and order in the care of personal and school property. To teach children why cleanliness and order are necessary, and to take responsible care of school and personal property. To adapt instruction to the successive abilities of children to practice sanitation. To promote helpfulness of children in their homes.

Content: Dust, its dangers, prevention; use of water in cleaning; soaps and other cleaning agents; removal of stains; disposal of waste; sewage, use of

wood, coal, gas, and kerosene stoves; lighting and ventilating of schoolrooms; care of clothing at school.

Principles of science on which modern sanitary processes are based.

Application of these principles in the care of floors, walls, windows, desks, sinks, stoves, utensils, closets, and coat rooms; books, apparatus, supplies; grounds, toilets; disposal of waste; prevention of flies; heating, lighting, and ventilation.

Method: Laboratory experiments. Inspection and discussion of schools. Practice in school housekeeping. Supervision of children. Practice demonstration. Special trips to study water supply, generation of gas and electricity, modes of heating and ventilating.

Practical Science 2. Plant life. Mr. SMITH.

First half of first year. Nineteen weeks; three periods weekly; outside preparation, two periods weekly.

Aims: To know plants as developing organisms. To understand their function in nature. To appreciate their influence on human life. To observe the responses to plant life by children at their various stages of development. To adapt instruction to the successive interests and needs of children. To promote home gardening.

Content: Soils, — composition and relation to plant growth. Relation of heat, moisture, and light to plant growth. Bulbs, — parts, growth; educational importance. Greenwood cuttings. Grafts. Structure, function, habit, and habitat of familiar plants. Food plants. Ornamental plants. Common trees, shrubs; useful and ornamental. Relation of plants to all animal life. Plants interesting to children. Organization of subject and illustrative material. Correlation with geography and drawing.

Method: Observation of soils and plants in natural location. Experiments on soils and plants. Growing bulbs and cuttings. Transplanting full-grown plants for winter use. Dissection of plants at various stages of growth. Observation of plant models and diagrams. Use of garden catalogs and magazines; textbooks; poetry. Observation and discussion of model lessons; of children at work with plants. Planning of type lessons. Differentiation for rural schools.

Practical Science 3. Animal life. Mr. SMITH.

First half of second year. Nineteen weeks; two periods weekly; outside preparation, two periods weekly.

Aims: To know animals as developing organisms. To understand their function in nature. To appreciate their influence on human life. To observe the responses to animal life by children at their various stages of development. To adapt instruction to the successive interests and needs of children. To promote kindness to animals and protection to human beings.

Content: Animals prominent in the interests or needs of children. Characteristics, habits, and habitat of animals. Animals useful or injurious to plants or human beings. Prevention of injurious animals. Protection of useful animals. Care of domestic animals. Attitude toward wild animals. Organization of lessons according to the maturity of children and the environment. Col-

lection and arrangement of illustrative material. Correlation with gardening, geography, civics (State law).

Method: Observation of children at play or work with animals. Observation of animals in their usual environment, whether at large or in confinement; individual trips and class excursions. Special observation in the school garden, at neighboring farms and stables, and at occasional menageries. Experiments in the schoolroom and study of models and diagrams. Collection and discussion of use of catalogs, magazines, pictures, stories, and textbooks. Observation discussion of model lessons. Planning of similar lessons. Differentiation of content and method according to maturity of children and environment.

PRACTICAL ARTS

Practical Arts 1. Handicraft. MISS LAMPHIER.

First year. Twelve weeks; three periods weekly; outside preparation, one period weekly; opportunity for extra work after sessions.

Aim: To teach the technique of such handicraft as can be done profitably in the first six grades.

Articles: Based on school and home uses. Reed and raffia are used in making baskets, napkin rings, table mats, boxes, etc. Cardboard, paper, and cloth are used in making memorandum pads, binders, portfolios, etc. Chair seating is applied to school and home chairs. Knitting is used for making face cloths, wristers, etc. Modifications are made to meet any needs of rural schools.

Method: Actual making of articles. Observation of children at work and of their products. Writing lesson plans. Practice teaching according to object and skill of the student.

Practical Arts 2. Handicraft 2. MISS PEARSON.

First year. Twelve weeks; three periods weekly; outside preparation, one-half period weekly.

Aims: To teach the technique of paper tearing, paper cutting, paper construction, stenciling, arranging, mounting. To appreciate children's æsthetic endeavors in construction. To realize the intelligence and skill necessary for artistic results.

Content: Paper tearing, — symbols of objects appropriate for picture story telling. Paper cutting, — symbols for picture story telling; animals that will stand; calendar mounts; dramatic accessories. Paper construction, — envelopes, boxes, covers, baskets, valentines, sand-table objects, lamp shades, etc. Mounting of pictures. Stencil cutting and stenciling. Arrangement on bulletin boards. Arrangement of room furnishings.

Method: Actual making of articles. Observation of children at work and of their products. Discussion of artistic values of objects made; of adaptation to other subjects. Adaptation of methods and devices. Assisting children and practice teaching according to the object and the ability of the student.

Practical Arts 3. Handicraft 3. Woodworking. Mr. JOHNSON.

First year. Twelve weeks; three periods weekly; outside preparation, one period fortnightly; opportunity for extra work after sessions.

Aims: To use woodworking tools and the fundamental processes. To appreciate the constructive activities of boys in middle and upper grades. To understand the intelligence and skill necessary for successful results.

The articles made are based on school and home uses, and on play.

With the coping saw are made map and picture puzzles, frames, furniture, animals, carts, windmills, etc.

With the carpenter's tools are made bookshelves, book ends, bookcases, boxes, screens, stools, stands, tables, chairs, etc.

Method: Actual making of articles. Observation of boys at work. Observation of products made by children; by manufacturers. Use of drawings. Discussion of methods of teaching and adaptation to rural schools. Practice teaching according to the object and the ability of the student.

Practical Arts 4. Gardening. Mr. SMITH.

Second half of first year. Nineteen weeks; three periods weekly; outside preparation, three periods weekly. This course must be preceded by Practical Science 2, plant life.

Aims: To practice gardening. To cultivate personal interest in growing things. To increase foresight and responsibility peculiar to the care of living things. To feel the satisfaction of effort and the beauty of product. To appreciate the fundamental value of agriculture and the need of scientific procedure. To observe the variation in native interests of children toward gardening, according to phases of development and conditions of environment. To differentiate kind and method of work to meet the variations in children and in locality.

Content: Planning and laying out individual gardens, 4½ by 15 feet. Preparation of soil, use of fertilizer, tillage.

Seed testing, germination, thinning, transplanting, use of cold-frame and hot-bed, setting out. Planting, cultivating, harvesting, marketing, clearing, and composting. Study of farm machinery and processes.

Variation in kind of gardening according to maturity of children; imitative, instructive, elective; individual and group commercial gardens. Experimental plots. Home gardens. Correlation with arithmetic, geography, history, and drawing.

Method: Actual gardening by each student. Observation of interest and skill of students and children; of effects of climate and care on growth and products. Competitive exhibition of flowers and vegetables at the local fair. Inspection of home gardens; reports and discussions of observations. Discussion of the importance of home gardens. Adaptations for rural and urban schools. Use of government publications. Observation of model lessons. Writing lesson plans. Assisting in the school gardens.

Practical Arts 5. Cooking 1. Miss SHOLES.

First half of second year. Nineteen weeks; two periods weekly; outside preparation, occasional.

Aims: To conduct the noon lunch of school children. To teach cooking in rural schools as regular work; to use cooking to motivate other school activities.

To cultivate pride in helping at home. To place American standards before children of foreign parents.

Content: Simple cookery whereby children can help at home. Characteristics of foodstuffs. Selection of foods and method of cooking. Selection of recipes for use at the noon lunch. Choice of a simple cooking equipment for a rural school.

Method: Actual cooking processes to be used in rural schools and homes. Use of kerosene, wood, coal, and gas stoves; of rural school equipment. Setting table, serving, clearing the table, and washing of dishes. Experiments to explain principles of food preparation. Observation and instruction of children at noon lunches and cooking exercises. Discussion of methods of teaching with this simple equipment. Special trips to stores and markets, dormitory kitchen, and supply rooms.

Practical Arts 6. Cooking 2. Miss SHOLES.

First half of second year. Nineteen weeks; two periods weekly; outside preparation, one period weekly. A special course open only to pupils of proved superior intelligence and administrative ability.

Aims: To teach cooking in the more highly developed rural or semi-rural schools. To secure more effective practice by children at home. To motivate lessons in health, arithmetic, geography, and good manners. To work intimately and confidently in mothers' clubs, etc.

Content (Extension of Cooking 1): Comparative nutritive value and digestibility of foodstuffs. Proper food for children of school age. Economical use of food; adaptation to materials and money available. Planning of simple wholesome meals suitable for children.

Sale of foods cooked at school and expenditure of the money for school improvements, — account of cost, receipts, and expenditures, profit.

Method: Extended personal practice in cooking and serving. Special practice teaching in rural and urban training schools. Reading and discussion of such work now being done in more distant schools. Special trips to bakeries, refrigerators, and fruit houses.

Practical Arts 7. Sewing 1. Miss SHOLES.

Second half of second year. Nineteen weeks; two periods weekly.

Aims: To teach sewing as a part of the regular work. To use sewing to motivate other school subjects. To cultivate pride in helping at home. To set good standards before children of foreign parents.

Content: Repairing clothing belonging to self or others; other articles. Making new articles for wear or house use. Taking care of under and outer garments.

Adaptation of clothing of the teacher to the schoolroom and pleasure of children. Comparison of courses of work and methods of teaching for rural schools.

Method: Actual sewing processes to be used in rural schools and homes. Machine sewing; care of machine. Using patterns. Distinguishing textiles.

Observation of children at work and of their products. Instruction of children. Special trips to dry-goods stores. Study of a course in sewing.

Practical Arts 8. Sewing 2. Miss SHOLES.

Second half of second year. Nineteen weeks; two periods weekly; outside preparation, one period weekly. A special course open only to pupils of proved superior intelligence and administrative ability.

Aims: To teach sewing in well-developed rural or semi-rural schools. To induce more effective help by children at home; to motivate lessons in health, arithmetic, color, and good taste; to work more intimately and acceptably in mothers' clubs and similar organizations.

Content (Extension of Sewing 1): Characteristics of different textiles. Comparative durability and cost of materials. Selection of projects according to the needs and abilities of children. Choice of materials for personal use. Adaptation for use; ornament, and style. Making of articles for school use.

Method: Extended personal practice in sewing, by hand and machine. Measuring, drafting, and cutting patterns. Modifying of patterns bought.

Special practice teaching in rural and urban training schools. Observation, reading, and discussion of work in distant schools. Special trips to department stores and millinery shops.

DRAWING AND FINE ARTS**Drawing and Fine Arts 1. Miss PEARSON.**

First year. Thirty-eight weeks; three periods weekly; outside preparation, occasional.

Aims: To draw freely, spontaneously, and with skill. To appreciate the beauty of plant and animal forms, of color and form in the landscape, and of good design in architecture and interior decoration. To understand what is in good taste æsthetically. To know and enjoy examples of fine art. To know the natural responses of children, at their several stages of development, to beauty and to the elements of art. To study the instinctive efforts of children to express experiences by modeling, drawing, and coloring; and to use these methods for practical and for æsthetic purposes. To teach children to get keener appreciation of fine art by attempting to express beauty by drawing, color, and design.

Content: Color, — discrimination of color and appreciation of harmony; the spectrum, tints, shades, hues, tones, values, scales, and charts; study of fruits, vegetables, trees, and landscapes.

Representation, — effects of distance and level upon the appearance of objects; foreshortening of hemispherical, conical, and cylindrical objects; vase forms; illustrative drawing; mechanical drawing of patterns and of views of objects; hand lettering.

Design, — development of decorative units from plant forms; border, surface, and radial arrangements to express rhythm, balance, and harmony of shape and line; interpretation of natural forms in terms of design.

Fine art, — enjoyment through play of the imagination; recognition of dominant art principles; acquaintance with subjects appropriate to the calendar months.

Method: Typical lessons for understanding of subject-matter and demonstration of processes, followed by much practice to fix correct habits and to produce skill.

Use of crayon, pencil, and brush in sketching appearance, recording observations, and illustration. Painting by the floated method. Mechanical drawing of patterns and views of objects. Blackboard drawing.

Analysis of objects and arrangements to find the principles of art used. Designing and applying decoration to constructed objects. Study of children's products.

Oral analysis by students of the teacher's plan as to content, distribution and use of material, and method of instruction. Observation of model lessons with children to illustrate phases of the subject, methods of instruction, responses by children, and methods of criticism. Writing plans of lessons observed and of similar lessons. Imitative teaching of children, according to the ability of the student.

Drawing and Fine Arts 2. MISS PEARSON.

First half of second year. Nineteen weeks; three periods weekly; outside preparation, occasional.

Aims: As described in the previous course.

Content: Color, — harmonies of color; interrelation of line, value, and intensity; complementary and analogous schemes of color in flower arrangement, dress, interior furnishings and decorations, exteriors; effects of light and shade and of backgrounds upon decorative effects.

Representation, — discrimination of shape and proportion in the appearance of objects, with particular attention to use of invisible edges, axes, and diagonals; appreciation of beauty of form; landscape composition; pictorial arrangement; figure drawing.

Design, — judgment of objects, decorations, and arrangements according to elements of rhythm, balance, spacing, and appropriateness; appreciation of beauty of design in decoration; adaptation of plant and animal forms and of abstract spots in problems of design.

Fine art, — enjoyment of the emotion of beauty and the play of imagination excited by fine art; cultivation of æsthetic judgment; acquaintance with fine art as found in schoolroom decorations, home furnishings, local architecture, reproductions of masterpieces.

Method (the ways specified in the previous course): Flower arrangement in dishes; choices for fitness of shape, color, and position. Collecting and arranging examples of good coloring, — pictures, dress goods, wall papers, hangings, and smaller decorations. Selecting, mounting, framing, and hanging of pictures.

Designing and decorating model interiors and exteriors. Application of principles of art to rooms in the training schools, dormitory, and homes of the students. Visits to homes, museums, and stores for study of art value and selling price.

Writing lesson plans of type forms of work. Practice teaching of projects most easy of introduction. Analysis of a course in drawing for elementary grades.

MUSIC

Music 1. Miss SEARLE.

First half of first year. Nineteen weeks; four periods weekly; outside preparation, fifteen minutes daily.

Aims: To hear and understand music. To sing by rote and by note. To observe the musical activities of children at different stages of development, and to make these the points of contact in instruction. To compare methods of teaching to read and to sing. To cultivate love and appreciation of good music and to understand its social power.

Content: What, why, and how children sing at the various stages of development. Qualities of children's voices. Elements of music; their relative prominence in children's singing. Progression in rote singing. Progression in use of notation. Selection and arrangement of songs to meet special conditions. Recognition of musical forms. Acquaintance with fine music, prominent artists and composers. Influence of music on the community.

Method: Observation of children's singing. Testing ability to hear and reproduce musical elements. Discussion of adaptation of music to ability. Steps in teaching rote songs; notation. Use of singing books. Singing alone; in groups. Writing lesson plans. Comparison of various methods in vogue. Use of the phonograph.

Music 2. Miss SEARLE.

Chorus singing, — through two years; averages one period weekly.

Recital, — through two years; averages twenty minutes weekly.

Glee Club, — through two years; averages one and a half periods weekly; one annual concert.

EDUCATION

Education 1. Child study. Mrs. COUCH.

First year. Twenty-eight weeks; one period weekly; outside preparation, one period weekly.

Aim: To impress these standards of education: Children, not subjects, are of paramount importance. Development of children is the fundamental motive in education. Interdependence of body and mind is the occasion of great variation in the activities of every child. Interpretation of the appearance and activities of children is the basis of safe adaptation of instruction and control.

Content: Discovery of prominent instincts in individuals; of social tendencies of groups. Characteristics of the several phases of development of children. Temperaments. Effect of environment. Relative strength of the sensory activities. Prominent intellectual activities. Individual and class needs and modes of satisfying them. Arrested development, its cause, prevention, and cure.

Method: Observation while conducting some activity; while children are active under another teacher; while children are engaged in "seat work," or in free play, or in marching. Reports and discussions of experiences of students. Visitation of neighboring schools.

Education 2. Psychology. Mr. MURDOCK.

Second half of second year. Nineteen weeks; five periods weekly; outside preparation five periods weekly.

Aims: To comprehend the biological fundamentals of education. To know and treat children as developing organisms, products of heredity and environment. To understand physical, mental, and moral education, each as a growing process with characteristic stages of development. To comprehend the dependence of mental processes upon brain functions. To discriminate the principles of education based on the development of children. To discern the present influence of these principles.

Content: The comparative study of animals and human beings.

Heredity, — its physical basis, and what can be inherited.

Instincts, — classes, appearance, transitoriousness, variability, modification.

Consciousness. Mind, — biological, human. Education as the adjustment of environment to development. Physical development and education. Mental development and education. Moral development and education.

Phases of development, — early childhood, later childhood, adolescence. Educational adjustments based on the development of children. Principles of education, — pedagogical, administrative.

Method: Recollection of personal experiences and of observations, reading; reports, comparisons, and discriminations of fundamentals. Daily illustrations from work observed in training and other schools; daily applications thereto. Conclusions in connection with each biological element as to the educational adjustment necessary. Consideration of changes in self and in society due to present-day application of biological principles of education. Discussion of ways and means of applying these principles of education in public schools first taught by graduates of the normal school.

Education 3. History of education. Mr. ELDRIDGE.

Second half of second year. Nineteen weeks; one period weekly; outside preparation, one to two periods weekly.

Aims: To select those principles of education which teachers personally should apply in the instruction and control of children. To trace the development and application of these principles. To realize their importance because of their endurance through centuries of testing. To feel the responsibility of applying these principles and of judging results thereby.

Content: Analysis of personal experiences and of observed instruction to find the fundamental principles which direct successful teaching and wise control. Grouping of these principles according to child nature, environment, and subject. Tracing the origin, growth, and present-day importance of these principles. Comparing the permanent contributions of Comenius, Rousseau, Pestalozzi, Herbart, Fröbel, Spencer, Hall. Tracing the principles of administration to their formulation in the school laws and practices of to-day.

Method: Reports of personal experiences and observation of work at the training schools and elsewhere. Discussion to clarify the principles. Research to trace development of principles. Special presentations of the work of the great educators. Discussion of present-day problems.

Education 4. Management. Mrs. COUCH.

Second year. Thirty-eight weeks; one period weekly; outside preparation, one period weekly.

Aims: To know the organization and conduct of a school as an independent unit and as a part of a school system. To know the laws, rules, and principles which control modes of procedure. To distinguish the optional elements which may prevail in the management of a class from the compulsory elements necessary to the welfare of the system. To judge how the system works to the advantage and disadvantage of pupils.

Content: Preparations for organizing a school new to the teacher. Steps in opening the new school. Formation of classes. Making a program.

Room arrangements for conduct of recitations. Provisions to secure orderly movement of pupils. School government, — rights and duties of teacher and pupils. Disorder, — what it is and its causes. Means of avoiding disorder.

Rules and regulations, — kinds, reasons therefor, by whom made, number. Punishment, — when and why necessary, kinds, principles underlying choice of kind and mode of infliction, effect produced.

Keeping of school records and care of school property. Relations to higher officers; to the parents and the community. Effect of teacher's personality, dress, manner, spirit.

Method: Recollection of early school habits. Observation at the training and other schools. Experiences in administration and instruction. Comparison of observations. Reading of stories of school life; of practical treatises. Conclusions and applications. Active administrative practice at the training school.

Education 5. Kindergarten theory and method. Mrs. GRAVES.

Second year. Thirty-eight weeks; three periods weekly; outside preparation, three periods weekly.

This is a special course for preparing students to teach in primary grades. Students are admitted to this course on the basis of adaptability to younger children as evidenced in the practice teaching of the first year. Ability to sing and to play some musical instrument is a prominent qualification. Students who desire to take this course will have special opportunities to observe in younger grades during the first year.

Aims: To interpret the activities of children individually. To distinguish the effects of various environments on young children. To realize the complete dependence of younger children on the environment of home, neighborhood, and school. To quicken sympathetic understanding, to increase versatility in adaptation, to improve foresight in planning kind and sequence of work.

Content: Instinctive activities predominant in early childhood. Comparative development of spontaneity and inhibition.

Play, — function, kinds, selection and adaptation to maturity; Fröbel's plays as related to primary pupils.

Games, — distinction from play in general, function, kinds, adaptation to maturity of children and to school environment; comparative study of plays and games of children of different races and nations.

Symbolism, — ideas which children symbolize; natural and conventional symbols, progressive in use of conventional symbols; effective of prevention of symbolic play.

Comparison of Fröbel's gifts, Montessori apparatus, and corresponding material available in the immediate environment. Function of fairy stories, myths, and legends.

Similarity and continuity of characteristics of children in kindergarten and primary grades; variation in predominant characteristics from grade to grade.

Method: Special observation and instruction of children. Reading and reports thereon. Discussions and conclusions as to pertinence of biological principles in the education of young children, danger of stereotyped methods, variety in equipment. Planning of lessons to cultivate the instinctive tendencies of children, to meet seasonal changes of nature, to make the best uses of the immediate environment. Practice teaching in kindergarten and primary grades.

Education 6. Practice Teaching 1.

First half of first year. Nineteen weeks, including assignments to four or more rooms; four periods weekly; outside preparation, four periods weekly.

Aims: To get acquainted with children of varying degrees of maturity, of different social environments, and of several nationalities. To interpret the activities of children for purposes of instruction and control. To understand the adaptation of instruction to the needs of pupils. To get experience with which to understand the instruction given by normal school teachers.

Content: Activities recalled from experiences of childhood and approved for practice. Activities of the regular teacher which can be correctly imitated. Conversations, dramatizing, story telling, singing, pronouncing, dictation, making change, etc. Use of materials, — objects, pictures, puzzles, sand, clay, blocks, etc.

Method: Observation in particular of the individual or group assigned, in general of the whole class, while they are at work with the regular or a student teacher. Observation of the teacher's personality, dress, attitude toward pupils, mode of instruction and administration. Assisting in distribution and collection of material, care of desk, blackboard, closets, cloak room, etc.

Observation of children at work with "seat material," to find their peculiar modes of operation and the reasons therefor. Instruction when appropriate. Analysis of children's products, correction of papers, preparation of teaching material.

Teaching and playing games, dances, gymnastics, indoors and outdoors. Imitative instruction of pupils assigned for special aid, individuals or groups in any convenient place. Control of pupils at time of entering or leaving.

Oral and written reports to and conferences with the regular teacher.

Education 7. Practice Teaching 2.

Second half of first year. Nineteen weeks, including assignments to four or more rooms; four periods weekly; outside preparation, four periods weekly.

Aims (as for Practice Teaching 1): To know more children along familiar lines of work. To know more activities of familiar pupils. To feel confident and easy when conducting familiar work with larger groups and whole classes. To perceive and report the plans evident in lessons taught by the regular teacher. To imitate such lessons in plan and practice, and to modify such lessons when sufficient skill is attained. To observe and participate in administration in order to measure its value and difficulty.

Content (exercises described for Practice Teaching 1): Collection of data for instruction from the speech, script, drawings, and products of pupils. Drills for accuracy and speed derived from arithmetic, geography, elementary language, grammar. Imitative instruction in practical arts, gymnastics, study of pictures, reading, spelling, etc.

Method (modes of work described for Practice Teaching 1): Practice of writing and drawing on the blackboard. Preparation of illustrative teaching material. Assisting in the conduct of exercises on special occasions. Management of pupils at recesses. Drills and imitative instruction. Teaching of backward pupils. Participation in opening exercises.

Education 8. Practice Teaching 3.

First half of second year. Six weeks; one or two assignments; eighteen periods weekly; outside preparation, eighteen periods weekly.

Aims (as for Practice Teaching 1 and 2): To know the movement of a school throughout a session. To discover the intellectual types and prevailing interests. To observe the adaptations made to meet the different abilities of pupils. To hold the attention of pupils not spontaneously interested. To observe and to account for the teacher's mode of dealing with misdemeanors.

Content (exercises described for Practice Teaching 1 and 2): Instruction in subjects requiring a continuous development of thought. Assignment of lessons and devising of various appropriate modes of recitation. Conduct of related drills and examinations. Art of questioning.

Method (modes described for Practice Teaching 1 and 2): Responsible instruction of a section or of the whole school, according to ability of the student teacher. Responsible administration, — filing, care of clothing, sinks, furniture, blackboards; books and supplies. Visitation of other schools. Substituting in schools of the vicinity.

Education 9. Practice Teaching 4.

Second half of second year. Six weeks; eighteen periods weekly; outside preparation, eighteen periods weekly; one or two assignments, according to the choice or evident need of the student.

Aims (as for Practice Teaching 1, 2, and 3): To conduct a school as if a paid assistant. To discover causes of inattention and misdemeanors and to adapt means of prevention. To relate punishment to offence. To measure progress of individual pupils.

Content (exercises as described for Practice Teaching 1, 2, and 3): Instruction in subjects requiring logical and causal thinking. Grouping of pupils according to similarity of intellectual abilities; of social interests. Conduct of group work along advanced or applied lines. Investigation of home occupation, amusement, reading, and study. Problems of delinquency. School records.

Method (modes described for Practice Teaching 1, 2, and 3): Responsible teaching and administration, according to abilities of student teachers. Particular modes of strengthening weak efforts of the student teacher. Keeping of daily attendance records and making of monthly report. Making inventories of school property. Participation in all school events connecting home and community. Visitation of other schools. Substituting in the vicinity.

SHORT WINTER COURSES

Teachers desirous of spending their winter vacations at the school are cordially invited to come at any time. Observation work, study of elected subjects, participation in regular and special courses, and preparation of teaching material are offered in all departments of the normal and training schools. There is afforded every facility for study, the work being adapted to the wishes and capabilities of applicants in so far as the permanent needs of the school permit. No summer session is held. During March a separate class for vacation students is conducted in the following subjects: —

Arithmetic, — every-day activities which require the use of number. What and how children learn naturally about number out of school and what to do in school. How to study a store and how to conduct a store in the schoolroom. How to use home, store, and farm accounts. Practical exercises in measuring length, area, volume, weight, capacity, value. What fractions are used in ordinary daily business and how. Business practices in percentage. Agricultural arithmetic.

Natural steps in all arithmetical solutions. How to think, diagram, explain, and figure problems. Business modes of securing accuracy and speed.

Form, — how to use objects of all kinds in teaching form. How form underlies all number, all drawing, all construction. How to teach use of ruler, card, and compasses. Easy mechanical drawing for all grades, and its connection with arithmetic and construction work.

Drawing, — free-hand pencil and brush work lessons in form, color, and design as related to construction and home decoration.

Story telling, — how children tell and learn to tell stories before coming to school. How to continue with younger grades. How to use a book in learning to tell a story. Importance of story telling to reading, literature, history, and geography.

Reading, — how children learn to talk, act, converse, dramatize before coming to school. The purposes of silent and oral

reading. What is meant by the thought, sentence, action, word, phonetic, story, and methods. How to teach the rhyme method and the progressive story method. Prevailing defects and their prevention in the reading of grammar pupils.

Story and letter writing, — how to secure free writing, sentence making, paragraphing, and punctuation.

Literature, — its value and place in primary grades; in grammar grades. Methods of teaching.

Grammar, — what and how children learn naturally. How analysis of sentences is easy and leads to appreciation of literature. How the study of the parts of speech can lead to correct expression.

Spelling, — written and oral, importance of each. How to secure interest, accuracy, and speed.

Plant study, — growth of bulbs, green wood cuttings (slips), seeds, and preparation for gardening.

Geography, — relation of outdoor work to study of pictures, sand models, and maps. Continents, with special attention to ways of using textbooks. Nations, with application to commercial geography.

History, — how to celebrate great days. How to use hero stories. United States history.

Emergency practice, — adapted to experiences of children.

Hygiene, — how to make it lifelike and profitable.

Children's games, — indoors and on the playground.

Seat work, — kinds and uses appropriate to the several primary grades.

Industrial work, — special opportunities have been arranged for instruction and practice in the forms of work feasible in district schools.

Child study, — phases of life and their relation to teaching.

Lesson plans, — value and use.

Programs, — the variety and distribution of subjects taught in district schools will be thoroughly discussed and programs made.

For expenses, see page 50.

CORRESPONDENCE COURSES

The *purpose* of these courses is to aid teachers —

Who have had no professional training at a normal school.

Who have taken short winter or summer courses.

Who have taken special courses.

Who have not been able to complete regular diploma courses.

Who are graduates of normal schools but who wish special aid in organizing the practical arts ("industrial work," "seat work," "occupation work," etc.), or who wish to study certain subjects more extensively or to prepare to teach new subjects.

The *co-operation of the superintendent* is of vital importance. With his approval and aid the correspondence lessons can be put into daily practice. Copies of lessons and directions to corresponding students are sent to the superintendent. In short, it is preferred that the superintendent should be the active agent of the normal school in conducting these courses.

The *conditions of admission* to correspondence courses are —

The applicant may be any teacher in active service or who plans to return to active service.

The applicant may be a person who has entered a Massachusetts normal school by certificate or examinations or both, or who is unable to remain for resident study.

A testimonial of good character and of fitness for the work must be presented from the superintendent or other competent judge.

The registration paper and testimonials must be acceptable to the principal of the normal school.

The normal school reserves the right to discontinue the work of any student for reason of poor or irregular work, nonpayment of incidental expenses, nonsuccess in actual school work, or of character.

The *courses given* are limited to those subjects or parts of subjects which can be pursued satisfactorily by correspondence. Subjects or parts of subjects which require the use of a laboratory or the personal presence of the instructor are not undertaken. The choice of subjects depends on the scholar-

ship of the applicant and the opportunity to put the subjects and methods into practice.

The *scope of each course* is as follows: —

Investigation: —

- Experiences of the pupils
- Content and divisions of the subject
- Value of the subject to the learner
- Relation of the subject to other subjects
- Natural mode of learning the subject

Organization: —

- Distinguishing essentials
- Condensing thought into topics
- Adapting the subject to the —
 - Experiences and interests of the learner
 - Aim of the teacher
 - Limitations of the program, etc.
- Expression in appropriate manner
 - Construction
 - Drawing
 - Speech
 - Script

Extension of scholarship, to —

- Get wider and more accurate knowledge
- Appreciate interrelations of parts of the subject
- Value the subject in relation to other subjects
- Discriminate leading facts more wisely
- Meet emergencies, be resourceful
- Express in forms adapted to the pupil and the subject

Preparation of lesson plans for —

- Teaching new lessons
- Conducting recitations
- Promoting individual and group work
- Drilling
- Examining
- Each plan includes —
 - Purpose of the teacher
 - Selection of the project, object, or subject
 - Arrangement of topics and order of procedure
 - Preparation of material to be used
 - Method of conducting the work

Teaching under observation

The phases of each subject to be taken will be adapted to the previous training of the corresponding teacher and to the immediate needs of her individual school.

The *method of work* is —

Co-operation with the superintendent.

Choice of subjects to be determined in part by the present scholarship of the candidate, but more largely by the opportunity for practice and the availability of material.

Study of subject and method in accordance with outlines and lesson plans prepared by normal school instructors. Submission of recitation papers, one lesson at a time, to the instructor, who will correct and return the same at his early convenience.

Practice of the manner and method of corrected lessons on the teacher's own pupils. In case the method is not approved by the superintendent for habitual use, the student must give satisfactory evidence of understanding the methods, both of the superintendent and the normal school instructor. The first purpose is to teach to understand and discriminate the excellences and defects of the method which is in use, then to advocate the definite practice of a safe and sound method.

Written examinations, testing knowledge of facts and of methods, must be passed in all subjects studied, either at the normal school or under outside supervision approved by the normal school.

The assistance of the superintendent is expected in encouraging the study and practice by the teacher. The superintendent, on request, sends to the normal school instructor a written judgment of the teacher's progress in teaching, and his recommendation as to changes in the work or as to the credit to be allowed.

Visits are made by the instructor from the normal school to the classrooms of the corresponding teachers to observe the work and give personal aid, if distance and expense permit.

Credit for work accomplished is given as follows: —

A certificate is given for the satisfactory completion of each course, which credit counts for full value toward a diploma.

All credits gained by correspondence work are added to those gained by resident work at the normal school.

One year of resident work at the normal school is required to complete the course of study prescribed by the Board of Education.

A diploma is granted to a student who completes satisfactorily all the subjects of the course, in part by correspondence, in part by one year of resident work.

The *books* necessary for each course are designated in each series of lessons. Correspondence students are advised to buy certain books which have been proved of permanent value. The normal school loans books to accredited students on receiving an advance deposit varying from 50 cents to \$1 for each book loaned. The money placed on deposit is repaid immediately on receipt of the books loaned.

The *lesson plans and topics* if in print are bought by the students. They are free if in the instructor's script. Payment is made in advance for the lesson plans or topics.

No *registration or tuition fee* is charged any legal resident of Massachusetts. The usual items of expense are printed notes, paper, postage, and books.

EQUIPMENT

The four natural science laboratories are arranged in sequence, and by means of specimens and models in wall cases is displayed the progression of mineral, plant, and animal life to its development in man. Banks of drawers are provided for type collections and table drawers for working collections and tools. In the instructors' laboratories are reserve specimens, models, pictures, charts, and diagrams. All the science laboratories are well equipped for individual experimentation.

The household arts equipment includes a kitchen, dining room, chamber, laundry and sewing room in the school building and all the appointments in the dormitory.

The gardens contain a little more than three acres, and are devoted to school gardening, agriculture, and horticulture. The greenhouse measures 25 by 36 feet, the tool house 42 by 16 feet.

The practical arts equipment includes also four wood and metal working rooms; a shoe repairing equipment; a room furnished for working with paper, cardboard, reed, raffia, leather, clay, and for chair seating; a printing room.

The forge shop, 32 by 60 feet, is equipped with eighteen forges and benches.

The mathematical department is supplied with collections of commercial and conventional objects for individual use and class observation in the study of geometry and arithmetic, in their appropriate development through all grades, including those of the high school.

The historical and literary departments are supplied with several hundred classified pictures and numerous charts.

The art departments are equipped with adjustable tables, models, type and ornamental forms, pictures, drawings, casts, and textiles illustrative of the phases of modern art teaching.

The musical equipment includes a gramophone, with three hundred selections, and four pianos.

The library has been selected with especial reference to the needs of teachers. Department libraries are proportionately represented. Magazines and pamphlets for general culture and departmental study are numerous. The pamphlet division already includes several thousand copies.

A radiopticon, a kinetoscope, and an electric projecting lantern, with numerous cards, films, and slides, have been provided. These are used in the various schools, and supplement the work in geography, science, literature, and art.

The gymnasium is located in the dormitory, and is well equipped with apparatus, shower baths, and lockers. Lawn areas are used for basket ball, baseball, tennis, lawn bowls, volley ball, archery, croquet, and similar games.

TRAINING SCHOOLS

Mark Hopkins School, North Adams

On a lot adjacent to the normal school lot is a brick building, containing twenty classrooms, an assembly hall, two large basements, playrooms, a woodworking room for the kindergarten and primary grades, the motor and boiler rooms. In an annex is the gymnasium, 40 by 72 feet, supplied with apparatus sufficient for the accommodation of classes of forty pupils each. All grades are represented, beginning with the

kindergarten and extending through nine years of primary and grammar work to the high school. There are eighteen rooms, in each of which is a regular teacher in charge of a class not exceeding forty pupils. The principal is free for the direct observation and instruction of the normal students.

Briggsville School, Clarksburg

This training school is located in a typical mill village about three miles from the normal school, and is reached easily by electric cars. The building is modern, roomy, and heated by furnaces. The grounds are scanty. Each of the two rooms accommodates forty pupils, classed in four grades. The educational problems are distinctly those of a country mill village.

Bishop School, Clarksburg

This new training school is situated about one mile beyond the Briggsville School. It is a typical rural school, occupying one room. The pupils number about twenty and are in six grades.

Broad Brook School, Williamstown

The Broad Brook School is located in a farming district and is definitely a rural school, with the usual social problems pertaining thereto. The building is without modern conveniences, but the yard is roomy and the views magnificent. In each of the two rooms is a school of twenty-five pupils, the oldest grade being the sixth. The school is about five miles from the normal school and is reached by electric cars.

These four training schools afford unusual opportunities for the study of children and the practice of teaching. Students begin their work in this department immediately after their admission, and continue it regularly throughout the course. The rapidity of progress of the training school work depends on the ability and previous experience of the student. Definite oral instruction and printed schedules guide the observation of children individually, in groups, in classes, and the observation of teaching and control.

TACONIC HALL

The material of the dormitory is yellow brick and white marble, thus carrying out the color scheme. The building is 156 feet along and 100 feet wide, the courtyard being about 58 by 70 feet. On account of the slope of the land the basement floor is at grade with the courtyard, thus securing dry and light living rooms and making the wings as seen from the courtyard three stories high. The balcony over the east porch is available for persons living on the third floor, and the two west balconies accommodate those living on the first and second floors. Two guest rooms with adjoining bathrooms are provided for parents and friends. Two hospital rooms, with suitable furniture and intervening bathroom, are on the third floor, and are connected by telephone with the matron's room.

The building is heated by steam and lighted by electricity. Special fire-alarm bells, outside iron stairways, inside fire apparatus, and frequent fire drills afford excellent protection.

Unusual facilities are provided for cultivating homelike, social life. The spacious area at the intersection of the first-floor corridors, the east piazza, and west balcony afford delightful opportunities for gathering and conversation. On the same floor are the social room, the reading room, the music room, and the large assembly room, all these rooms being used freely by students. The gymnasium is in the basement, convenient for day or evening play. Four pianos are available for practice.

A subway connects the dormitory with the school building, affording easy access to the gymnasium and protection during inclement weather.

The students' rooms are, for the most part, on the second and third floors. Two students occupy one room. Each room is supplied with chairs, study table, bookcase, bureau, commode, screen, two couches (three feet wide), mattresses, pillows, coverlets, and rugs. Each boarder brings bedding, towels, napkins, napkin ring, and two clothes bags.

All articles sent to the laundry must be distinctly and indelibly marked with the owner's name in full. Trunks also must be marked so as to be easily identified.

Rooms are assigned to entering students according to priority of application, preference being given to residents of Massachusetts.

EXPENSES

Tuition. — To residents of Massachusetts declaring their intention to teach in the public schools of the Commonwealth tuition is free; but residents of other States and countries, and residents of Massachusetts intending to teach in other States or in private schools, may be admitted to other normal schools than the Normal Art School upon the payment of tuition at the rate of \$50 per year, and such students may be admitted to the Normal Art School upon paying tuition at the rate of \$100 per year, provided that the admission of such students does not exclude or inconvenience residents of Massachusetts intending to teach in the public schools of the Commonwealth.

Textbooks and supplies are free as in the public schools.

State aid to pupils in the normal schools shall be distributed to the several schools according to the number of applicants.

It shall be granted to such persons as, in the judgment of the principals of the several schools, with the approval of the Commissioner of Education, are most deserving of such aid; but the selection of the recipients shall be made from such pupils as have previously attended at least one-half year of the school.

In this distribution of State aid the pupils who live in towns where normal schools are situated shall not be considered as entitled to any portion thereof.

Board. — The regulations of the Board of Education require that the boarders shall pay the current expenses, which include table board, heating in part, laundry, and service. The price of board in each of the boarding halls connected with the normal schools of the State is \$160 for the school year, payable in advance, in four payments, one every ten weeks, beginning with the opening of school in September.

The object of this payment in advance is to secure the purchase of supplies at wholesale cash prices, thereby lessening the

cost of supplies and saving to each boarder much more than the interest of the money advanced.

When pupils leave the school before the expiration of a term, money paid in advance will be refunded pro rata. No deduction is made for absence from the hall of less than one week.

If there are vacant rooms those who wish to room alone may do so on payment of the additional charge of \$20 per year.

Employment. — Capable and reliable students can reduce their expenses by assisting in the household work; for example, by waiting on table, washing silver and glass, etc. Efficiency, need, and priority of application control the appointments. The amounts thus earned vary from \$0.75 to \$1.50 per week.

Short Courses. — To short-course students living two in a room the cost is \$4.50 per week (six or seven days), including bedclothing, towels, napkins, and laundry. The cost to students living one in a room is \$5 per week. Rates for five days or less are a little higher. Tuition is free. Textbooks are loaned to students. The cost for stationery and industrial material is small.

STUDENTS

Senior Class

ELEMENTARY DEPARTMENT

Vera Lucy Brown	Prescott
Marion Smith Bryant	Hartford, Conn.
Margaret Anna Clahasey	Lenox
Camilla Gladys Cole	South Shaftsbury, Vt.
Ellen Teresa Corcoran	Stockbridge
Sarah Helena Delphy	Williamstown
Mary Louise Dempsey	North Adams
Mary Graves Dickinson	Hatfield
Thelma Mary Donovan	Greenfield
Thenis Helen Engel	Athol
Mary Agnes Fallon	Williamstown
Margaret Katherine Fallon	North Adams
Laura Mason Flanders	Pownal, Vt.
Gladys Hanks Fraleigh	Holyoke
Beatrice Lillian Green	North Adams
Frances Claire Haley	Holyoke
Katherine Agnes Hamer	North Adams
Florence Mabel Humphreys	South Shaftsbury, Vt.
Mary Tower Jones	Rowe
Irene Ruth Kelley	North Adams
Gertrude Margaret Kelly	Dalton
Gertrude Killars	Stonington, Conn.
Gladys May Leonard	Greenfield
Florence Violet Lyman	East Northfield
Anna Belle McClatchey	North Adams
Elsa Lillian Meister	Pittsfield
Florence Cook Moore	Bennington, Vt.
Minnie Murdock	North Adams
Katharine Alice O'Connor	Berkshire
Jennie Rudnick	Williamstown

Minnie Elizabeth Rumley	North Adams
Mary Evelina Taft	North Adams
Anna Augusta Urban	Adams
Olive May Warren	Worcester
Gladys Mary Willmott	Adams
Celestine Gladys Wight	Hatfield

KINDERGARTEN-PRIMARY DEPARTMENT

Lila Rachel Feeley	Pittsfield
Marguerite Lillian Hanlon	Adams
Grace Elizabeth McKinstry	Chicopee
Clara Ruth McVey	Adams
Esther Amsden Morse	Athol

HOUSEHOLD ARTS DEPARTMENT

Florence Mae Berard	North Adams
Flora Mae Corrigan	North Adams
Beatrice Dorothea Donovan	North Adams
Mary Louise Durnin	North Adams
Ethel Mildred Eno	New Haven, Vt.
Genevieve Viola Eno	New Haven, Vt.
Leah Alice Howarth	North Adams
Edith Gertrude Johnson	North Attleborough
Dora Metcalfe Oliver	North Adams
Helen Margaret Pierce	Bernardston
Sarah Janet Rooney	North Adams
Margaret Johnson Warren	North Adams

Junior Class

Emma Mary Barrett	Adams
Almira Louisa Blanchard	North Adams
Lucy Lillian Blood	Stamford, Vt.
Rhoda Hattie Bolton	Northfield
Esther Elizabeth Brown	Adams
Florence Elizabeth Brown	Shelburne
Virginia Burges	Petersham
Margaret Heeks Buzzell	North Adams
Catherine Beatrice Brace	South Lee
Catherine Louise Carney	Greenfield
Sarah Josephine Carolan	Pittsfield

Helen Gertrude Carswell	North Adams
Anna Elizabeth Casey	Lenox
Lyle Bertha Chandler	Amherst
Doris Vivian Charter	Shelburne Falls
Estelle Evelyn Chilson	North Adams
Edith Lillian Church	North Adams
Sarah Esther Clark	Lyonsville
Theresa Conlon	North Adams
Maud May Coons	Williamstown
Marie Elizabeth Corcoran	Stockbridge
Mildred Ethel Crews	North Adams
Anastatia Catherine Crowther	Fall River
Jessie Gertrude Culver	Adams
Cecilia Marie Doherty	North Adams
Frances Agnes Doherty	North Adams
Anastacia Helen Donovan	Williamstown
Anna Teresa Driscoll	Windsor
Helen Agnes Dunfrey	Williamstown
Alice Genevieve Dunn	Pownal, Vt.
Agnes Gertrude Durnin	North Adams
Genevieve Goodyear Earle	Great Barrington
Bessie Eastwood	North Adams
Anna Fallon	Williamstown
Katherine Eulalia Flynn	North Adams
Ethel May Garland	Greenfield
Esther Mary Geer	Hinsdale
Grace Edna Gleason	North Heath
Doris Isabelle Gould	North Adams
Marion Irene Haight	Pittsfield
Margaret Lucie Halloran	Northampton
Mora Pauline Haskins	North Adams
Grace Margaret Henchey	North Adams
Matilda Ida Hettinger	Roslindale
Rose Frances Hickey	Lenox
Annie Elizabeth Hilton	Great Barrington
Helen Mary Hoag	Pittsfield
Eleanor Gladys Hohner	Greenfield
Florence Marion Hoyt	Cheshire
Hazel Marion Hunt	Pittsfield
Estelle Marie Jerou	Williamstown
Ruth Magdalen Joyce	Pittsfield
Agnes Frances Keefe	South Shaftsbury, Vt.

Rose Rebecca Kells	Greenfield
Frances Wood Kinne	Housatonic
Isabel Larkin	North Adams
Agnes Lashway	North Adams
Bessie Mabel Legate	Charlemont
Ella Levenson	Holyoke
Dorothy Allaire Lynch	Hatfield
Helen Charlotte Lyon	Pittsfield
Alice Elizabeth MacArthur	Pittsfield
Margaret Mary Mack	North Adams
Mary Elizabeth Macksey	North Adams
Nellie Eliza Mann	Wilmington, Vt.
Mary Elizabeth McLaren	Adams
Helen Cameron Miller	Pittsfield
Lillian Anita Morier	Adams
Dorothy Helen Morris	Pittsfield
Elizabeth Frances Mulcare	North Adams
Irene Beatrice Nary	Adams
Zelia Ellen Nary	Adams
Marie Florence Nash	Cheshire
Hazel Anna Nichols	Williamstown
Agnes Louise O'Neill	Pittsfield
Lena Bardwell Otis	Pittsfield
Etta Elizabeth Owen	North Adams
Flossie Adele Pearson	Holyoke
Edna Jacqueline Potter	Great Barrington
Mildred Elizabeth Pratt	Dalton
Anna Ballard Maree Pritchard	Manchester, N. H.
Helen Reed	Dalton
Madeline Vesta Robbins	Pittsfield
Ethel Chase Robinson	Reading
Emma Rudnick	Williamstown
Ethel Hill Sackett	Westfield
Pearl Saxon	Williamstown
Bessie Alice Sheehan	Easthampton
Margaret Catherine Sheehan	North Adams
Hilda Brewer Stevens	Lee
Alettha Halsted Stiles	Great Barrington
Harriet Susan Smith	Great Barrington
Candida Veronica Tadiello	North Adams
Loretta Louise Troy	West Stockbridge
Daisy Turner	Charlemont

Marion Elizabeth Waite	Pittsfield
Lillie Marjorie Wehinger	North Adams
Faye Olive Wells	Pittsfield
Helen Lees Wells	Charlemont
Mary Lucinda Wheeler	Williamstown
Ethel Mae Wise	Pittsfield
Ella Wolcott	South Egremont
Gertrude May Wolfe	Stockbridge

Special Courses

Grace Chapman	North Adams
Frances Marie Plumb	North Adams
Janet Shearman	Williamstown
Sara Marion Smith	North Adams

Short Residence Courses

Esther M. Comins	Plainfield
Lucia B. Comins	Plainfield
Katherine L. Cram	Colrain
Vina M. Davis	Brattleboro, Vt.
Catherine P. Fox	Sandisfield
Marjorie D. Hale	Colrain
Jeannette W. Hicks	Charlemont
Pauline Hicks	Rowe
R. Belle Lyman	Charlemont
Roxie A. Newcomb	Deerfield
Minnie A. Nichols	Middlefield
Olive M. Niles	Charlemont
Nellie A. Parish	Chesterfield
Marie S. Parish	Goshen
Dorothy Pettingill	Cummington
Anna C. Reimann	Peru
Emma M. Rice	Charlemont
Mary Robinson	Hawley
Pauline M. Roy	Pittsfield
Dorothy E. Skelton	Cummington
Mabel A. Tower	Charlemont
Bessie P. Willcott	Duxbury
Blanche M. Wilson	Charlemont
Mildred A. Wood	Cheshire

Correspondence Courses

Bessie M. Amidon	South Shaftsbury, Vt.
Florence M. Baker	Greenfield
Adela L. Balch	Beverly
M. Emma Bamforth	Blackstone
Iva E. Barden	Hinsdale
Mrs. James Barnett	Westfield
Annie E. Bibber	Cambridge
Eleanor P. Bird	Norfolk, Conn.
Julia A. Boland	Natick
Marie E. Boland	Natick
Katherine A. Bowen	Millville
Sadie L. Boyce	Randolph Center, Vt.
Ida M. Bradshaw	Gardner
Ruth L. Brocklebank	Lawrence
Edith E. Brown	Granville
Blanche G. Carey	Taunton
Sarah A. Carey	Taunton
Helen G. Carswell	North Adams
Vilora Carter	Hillsborough
Susan Casey	Natick
Florence E. Chase	Sturbridge
Mamie W. Cheeter	Baldwinville
Marion V. Chilson	Cummington
Evelyn G. Clark	Charlemont
Mary T. Cleary	North Harwich
Edith M. Colburn	Collinsville
Lena M. Coburn	Tyngsborough
Esther M. Comins	Cummington
Lucia B. Comins	Plainfield
Florence E. Controy	Windsor
Evangeline M. Coolidge	Amherst
Leonora B. Cotton	Norfolk, Conn.
Ella E. Coye	Williamstown
Bessie M. Edwards	Orange
Rachel C. Damon	Westport
Elizabeth I. Davis	Taunton
Lucy M. Davis	Shelburne
Bridget A. Driscoll	Cheshire
Elizabeth V. Donahoe	Natick
Mary C. Donovan	Wakefield

Mary E. Folsom	Hopedale
Catherine P. Fox	New Boston
Harriet S. French	Lexington
Jennie B. Friend	Lynnfield
Elizabeth Gardner	Wakefield
Freda S. Goodell	Westport
Esther Giles	Cummington
Carolyn C. Grace	Assinippi
Rhoda M. Haskell	Bournedale
Eleanore E. Haskins	Charlemont
Isabel R. Heinlein	Natick
Ruth V. Hemenway	Williamsburg
Pauline Hicks	Rowe
Sarah L. Hinchey	Somerset
Ellen A. Hogan	Natick
Florence B. Holt	Wakefield
Etta W. Horton	Assonet
Jessie M. Howland	Taunton
Ruth E. Howland	Taunton
Mary A. Hughes	Merrimac
Laura L. James	Harwich
Harriet L. Johnson	Springfield
Mary T. Jones	Rowe
Cornelia M. Kast	Amherst
Florence W. Keith	Bridgewater
Fannie E. Kendrick	Williamsburg
Grace S. Kendrick	Shelburne Falls
Helen T. Kennedy	Holyoke
Alice J. King	Westport
May O. Kingsbury	Hawley
Helen F. Lewis	Erving
Melissa M. Lloyd	Cambridge
Evelyn G. Luce	Orange
Florence E. Lyons	Hopedale
Alice C. Macomber	South Dartmouth
John I. May	West Cummington
Ruth M. McLaughlin	Whitinsville
Pauline M. Mende	Ware
Esther Merritt	Hyannis
May V. Murphy	Millville
May C. Monahan	Turners Falls
Ruth M. Morgan	Cheshire

Alma S. Nelson	Leyden
Elizabeth S. Newman	Lee
Minnie A. Nichols	Chester
Olive M. Niles	Charlemont
Violet A. Oates	South Royalston
Delia G. O'Connor	Spencer
Florence C. Page	Holden
Wilma W. Page	North Wilbraham
Marie S. Parish	Goshen
Nellie A. Parish	Williamsburg
Grace W. Phelps	Gardner
Katherine A. Reilly	North Adams
Anna C. Reimann	Peru
Emma M. Rice	Charlemont
E. Marie Richardson	Middleborough
Ethel C. Robinson	Reading
Mary Robinson	West Hawley
Lillian M. Rush	Orange
Bridget A. Ryan	Sunderland
Florence E. Sanborn	Pottersville
Katherine A. Schneider	Gilbertville
Estella M. Sheon	Athol
Florence B. Shuttleworth	Lanesborough
Dorothy E. Skelton	Cummington
Hannah H. Sleeper	North Chelmsford
May D. Sleeper	North Chelmsford
Fannie L. Smith	Orange
Julia Smith	Vineyard Haven
Mabel C. Snyder	Plainfield
Carolyn E. Stearns	Wendell
Nettie L. Stone	Becket
Helen M. Stott	Franklin
Bessie M. Temple	Ashfield
Julia S. Terry	Plainfield
Ethel M. Tompkins	Pottersville
Frances Tupper	Orange
Katherine Ullrich	Natick
Marietta K. Weaver	Orange
Lucie D. Welch	Hudson
Lena A. West	Randolph, Vt.
Ina K. Wetzel	Hinsdale
Sarah L. Wheaton	Springfield

Helena A. White	Hadley
Blanche M. Wilson	Charlemont
Ada G. Wishart	West Leyden
Cassie V. Witter	Otis
Carolyn S. Wood	Malden
Mildred A. Wood	Cheshire
Mildred E. Wood	Millers Falls
Florence T. Young	Lynnfield Center

Summary

Elementary department	139
Primary department	5
Household arts department	12
Special courses	4
Short residence courses	24
Correspondence courses	120
Total	304
Counted twice	11
	243

North Adams
Normal School

1917

Catalog and Circular



UNIVERSITY OF ILLINOIS

JUL 25 1917

Administrative Library

1916-17

1917-18

STATE NORMAL SCHOOL

AT

NORTH ADAMS, MASS.

Established June, 1894

CIRCULAR AND CATALOG

For the Year ending June 30, 1917



BOSTON

WRIGHT & POTTER PRINTING CO., STATE PRINTERS
32 DERNE STREET

1917

PUBLICATION OF THIS DOCUMENT
APPROVED BY THE
SUPERVISOR OF ADMINISTRATION.

STATE BOARD OF EDUCATION

1917

Term expires.
May 1

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FACULTY

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FRANK F. MURDOCK	Psychology, pedagogy
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ELIZA G. GRAVES	Kindergarten theory and method
BERTHA M. SHOLES	Sanitation, cooking, sewing
ANNA J. LAMPHIER	Handicraft, printing
HANNAH P. WATERMAN	Correspondence courses and rural training schools

Mark Hopkins Training School

DONNA D. COUCH	Principal
ALICE M. CARD	Eighth grade
AGNES C. MURPHY	Seventh grade
MARION H. KETCHUM	Seventh grade
IDELLA HASKINS	Sixth grade
MARGARET M. MCCORMACK	Sixth grade
FRANCES A. DURNIN	Fifth grade
EMILY D. STACY	Fifth grade
FREELOVE CLARKE	Fourth grade
AGNES E. WALKER	Fourth grade
SUSAN G. LOMBARD	Third grade
ANNA A. FOLEY	Third grade
EMMA H. TINGUE	Second grade
RUTH D. SHELDON	Second grade
LUCIE M. WARE	First grade
MAE E. MCGOWAN	First grade
ELIZA G. GRAVES	Principal, kindergarten
BEATRICE D. DONOVAN	Assistant, kindergarten

Briggsville Rural Training School

MARGARET A. GALLON	Grammar department
RUTH A. LYMAN	Primary department

Broad Brook Rural Training School

NELLIE G. HUNTOON	Grammar department
EDITH LACEY	Primary department

Bishop Rural Training School

NELLA H. COLE	Training teacher
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CALENDAR

1917

Graduation

Friday, June 29, 2 P.M.

Entrance Examinations

Thursday and Friday, June 21 and 22, at 8.30 A.M.

Tuesday and Wednesday, September 4 and 5, at 8.30 A.M.

School Year Begins

Training schools, Tuesday, September 4

Normal school, Thursday, September 6

Thanksgiving Recess

Normal school, Tuesday night, November 27, to Monday night, December 3

Training schools, Wednesday noon, November 28, to Sunday night, December 2

Christmas Recess

Normal school, Friday night, December 14, to Monday night, December 31

Training schools, Friday night, December 14, to Sunday night, December 30

1918

Winter Recess

Subject to change

Normal school, Friday night, February 15, to Monday night, February 25

Training schools, Friday night, February 15, to Sunday night, February 24

Spring Recess

Subject to change

Normal school, Thursday night, April 18, to Monday night, April 29

Training schools, Thursday night, April 18, to Sunday night, April 28

Graduation

Tuesday, June 25, 2 P.M.

Sessions are from 9 A.M. to 12 M., and 1.30 P.M. to 4 P.M. Saturday sessions are omitted.

STATE NORMAL SCHOOL

NORTH ADAMS, MASSACHUSETTS

REQUIREMENTS FOR ADMISSION

The admission requirements as given below will be in effect after January 1, 1916. For 1915 the admission requirements will be the same as for 1914.

I. A candidate for admission to a Massachusetts State normal school as a regular student must have attained the age of seventeen years if a man, and sixteen years if a woman, on or before the first day of September in the year in which he seeks admission (but for admission to the household arts course at the Framingham Normal School an age of at least eighteen years is required); must be free from diseases or infirmities or other defects which would unfit him for the office of teacher; must present a certificate of good moral character; and must present evidence of graduation from a high school or of equivalent preparation, and, in addition, offer such satisfactory evidence of scholarship as may be required by the regulations of the Board. He must submit detailed records of scholarship from the principal of the high school or other school in which preparation has been made, showing the amount of time given to individual subjects and the grades therein, and such additional evidence of qualifications for the calling of teacher as may be defined in the regulations of the Board relating to normal schools.

II. A candidate for admission as a regular student to a general course must offer satisfactory evidence of preparation in the subjects listed under "A," "B" and "C," amounting to 15 units, 10 of which units, however, must be in subjects under "A" and "B" and secured either by examination or certification. (The Massachusetts Normal Art School requires,

in addition, that a special examination in drawing be passed. Applicants for admission to the Practical Arts Department of the Fitchburg Normal School may substitute evidence of practical experience in some industrial employment in whole or in part for the above.)

A unit represents a year's study in any subject in a secondary school, constituting approximately one-quarter of a full year's work.

A. *Prescribed Subjects.* — Three units.

- (1) English literature and composition 3 units

B. *Elective Subjects.* — At least 7 units from the following subjects: —

(2) Algebra	1 unit
(3) Geometry	1 unit
(4) History	1, 2 or 3 units
(5) Latin	2, 3 or 4 units
(6) French	2 or 3 units
(7) German	2 or 3 units
(8) Physics	1 unit
(9) Chemistry	1 unit
(10) Biology, botany or zoölogy	$\frac{1}{2}$ or 1 unit
(11) Physical geography	$\frac{1}{2}$ or 1 unit
(12) Physiology and hygiene	$\frac{1}{2}$ or 1 unit
(13) General science	$\frac{1}{2}$ or 1 unit
(14) Drawing	$\frac{1}{2}$ or 1 unit
(15) Household arts	1 or 2 units
(16) Manual training	1 unit
(17) Stenography, including typewriting	1 or 2 units
(18) Bookkeeping	1 unit
(19) Commercial geography	$\frac{1}{2}$ or 1 unit
(20) Arithmetic	$\frac{1}{2}$ or 1 unit

For the present, the topics included within the foregoing subjects will be such as are usually accepted by the Massachusetts colleges for entrance. The outlines submitted by the College Entrance Examination Board (substation 84, New York City) will be found suggestive by high schools.

C. *Additional Subjects.* — At least 5 units from any of the foregoing subjects, or from other subjects approved by the high school towards the diploma of graduation of the appli-

cant representing work in addition to that for which credit is gained by examination or certification.

III. A. *Examinations.* — Each applicant for admission, unless exempted by the provisions of sections IV. and V., must pass entrance examinations in the subjects as required under "A" and "B." Examinations in these subjects will be held at each of the normal schools in June and September of each year (examinations for the Massachusetts Normal Art School are held only in September). Candidates applying for admission by examination must present credentials or certificates from their schools to cover the requirements under "C," and will not be given examinations in these subjects. Persons not able to present these credentials must obtain credit for 15 units by examination in the subjects listed under "A" and "B."

B. *Division of Examinations.* — A candidate for admission to a normal school may take all of the examinations at once, or divide them between June and September. A candidate will receive permanent credit for any units secured by examination or certification.

IV. *Admission on Certificate.* — A graduate of a public high school approved by the Board of Education for purposes of certification to a State normal school may be exempted by the principal of the normal school from examination in any of the subjects under "A" and "B" in which the applicant has a record of B or 80 per cent. in the last year in which such subject has been pursued and in which the principal of the high school shall certify that the applicant is entitled to certification, in accordance with standards as defined by the Board of Education.

Credits secured by any candidate from the Board of Regents of the State of New York, or for admission to any college in the New England College Entrance Certificate Board, either by examination or certification, or in the examinations of the College Entrance Examination Board, will be accepted towards the total of 10 units under "A" and "B." In addition to the units granted by certification candidates must present credentials for subjects under "C."

V. *Admission of Special Students.* — (a) When in any

normal school, or in any course therein, the number of students entered as regular students and as advanced students at the opening of any school year is below the maximum number for which the school has accommodations, the commissioner may authorize the admission as a special student of an applicant who, being otherwise qualified, and who, having taken the entrance examinations, has failed to meet the full requirements provided in the regulations of the Board, but who, nevertheless, is recommended by the principal of the normal school as, in his estimation, qualified to become a teacher. Such a special student shall be given regular standing only when he shall have satisfied all admission requirements, and when his work in the school, in the estimation of the principal, justifies such standing. The principal of the normal school shall report annually in October to the commissioner as to all special students. Certificates may be granted to special students in accordance with regulations approved by the Board.

(b) When in any normal school, or in any course therein, the number of students entered as regular students, as advanced students and as special students as defined in (a) at the opening of any school year is below the maximum number for which the school has accommodations, the commissioner may, subject to such special regulations as may be approved by the Board, authorize the admission to any class as a special student, on the recommendation of the principal, of a person possessing special or exceptional qualifications for the work of such class. Such special student shall not be considered a candidate for a diploma until he shall have qualified as a regular student, but may, on the satisfactory completion of the work of the course, be granted a certificate to that effect by the Board. The principal of the normal school shall report annually in October to the commissioner as to all special students in the school under the provisions of this section.

VI. *Admission as Advanced Students.* — A graduate of a normal school or of a college, or any person with not less than three years' satisfactory experience in teaching, may be admitted as a regular or as an advanced student to any course under such regulations as may be approved by the Board.

SCHEDULE OF ENTRANCE EXAMINATIONS

THURSDAY, JUNE 21, 1917

<i>Morning</i>	<i>Afternoon</i>
8.30- 8.45. Registration	1.30-2.30. Drawing, stenography
8.45-10.30. English	2.30-4.00. Latin, arithmetic
10.30-11.30. Geometry	4.00-5.00. General science, current events
11.30-12.30. Household arts, manual training	

FRIDAY, JUNE 22, 1917

<i>Morning</i>	<i>Afternoon</i>
8.15- 8.30. Registration	1.30-2.30. Algebra
8.30-10.00. French, German	2.30-3.30. Chemistry, physics
10.00-11.30. History	3.30-4.30. Physiology, bookkeeping
11.30-12.30. Physical geography, commercial geography	4.30-5.30. Biology, botany, zoölogy

TUESDAY, SEPTEMBER 4, 1917

<i>Morning</i>	<i>Afternoon</i>
8.30- 8.45. Registration	1.30-2.30. Drawing, stenography
8.45-10.30. English	2.30-4.00. Latin, arithmetic
10.30-11.30. Geometry	4.00-5.00. General science, current events
11.30-12.30. Household arts, manual training	

WEDNESDAY, SEPTEMBER 5, 1917

<i>Morning</i>	<i>Afternoon</i>
8.15- 8.30. Registration	1.30-2.30. Algebra
8.30-10.00. French, German	2.30-3.30. Chemistry, physics
10.00-11.30. History	3.30-4.30. Physiology, bookkeeping
11.30-12.30. Physical geography, commercial geography	4.30-5.30. Biology, botany, zoölogy

TIMES OF EXAMINATION AND ADMISSION

Examinations for admission to the normal school are held at the close of the school year in June, and also at the beginning of the school year in September, as stated in the calendar. Candidates are advised to present themselves at the first examination.

It is advisable that application be made soon after January 1, and that certificates be forwarded early in June.

New classes are admitted to the normal schools only at the beginning of the fall term. Candidates should come in September prepared to stay, as regular work begins on the day following the examinations. In exceptional cases admissions to classes already formed are allowed at the beginning of the second term.

CURRICULA

I. Elementary and Intermediate Departments combined

Designed primarily for students preparing to teach in the first six grades of central elementary schools and in rural schools of all grades.

A period is forty-five minutes in length.

NAME AND NUMBER OF COURSE	Number of Weeks	PERIODS WEEKLY OF —		
		Recitation	Laboratory or Teaching	Expected Outside Preparation
<i>First Year</i>				
English Language 1 . . .	19	2	—	3
English Language 2 . . .	19	3	—	2
English Language 5 . . .	19	2	—	1
English Language 7 . . .	10	1	—	2-4
Mathematics 1	19	3	—	3
Mathematics 2	19	5	—	5
Practical Science 1 . . .	19	2	1	3
Practical Science 2 . . .	19	1	2	2
Physical Education 1 . . .	19	3	Occasional	2
Physical Education 2 . . .	38	—	3	—
Music 1	19	4	—	1
Music 2	38	1	—	—

I. Elementary and Intermediate Departments — Concluded

NAME AND NUMBER OF COURSE	Number of Weeks	PERIODS WEEKLY OF —		
		Recitation	Laboratory or Teaching	Expected Outside Preparation
Drawing and Fine Arts 1	38	Occasional	3	—
Practical Arts 1	12	Occasional	3	1
Practical Arts 2	12	Occasional	3	1
Practical Arts 3	12	Occasional	3	1
Practical Arts 4	19	1	2	3
Education 1	28	1	—	1
Education 6	19	—	4	1
Education 7	19	—	4	2
<i>Second Year</i>				
English Language 3	19	3	—	3
English Language 4	19	2	—	2
English Language 6	19	3	—	1
Literature	38	3	—	3
Practical Science 3	19	1	1	2
Physical Education 3	38	Occasional	3	Occasional
Music 2	38	—	1	—
Drawing and Fine Arts 2	19	Occasional	3	Occasional
Practical Arts 5	19	Occasional	2	—
Practical Arts 7	19	Occasional	2	—
Geography	38	2	1	3
History, Social Science 1	19	3	—	3
History, Social Science 2	19	1	—	1
Education 2	19	5	—	5
Education 3	19	1	—	1
Education 4	38	1	—	1
Education 8	6	—	18	25
Education 9	6	—	18	25
<i>Elective</i>				
Practical Arts 6	19	$\frac{1}{2}$	$1\frac{1}{2}$	2
Practical Arts 8	19	Occasional	2	2
Education 5	38	3	—	3

II. Primary Department¹

The curriculum of this department varies from that of the elementary department in the substitution of Education 5, kindergarten theory and method, in place of History and Social Science 1, in the first half of the second year, and in place of Literature during the second half of the second year.

The principles which control kindergarten instruction apply not alone to children three or four years of age, but as well to the whole phase of early childhood, — the period extending from two or three to seven or eight years of age. Kindergarten and primary instruction differentiate not in principle, not in general method, but in the adaptation of ways and means to the tendencies and growing powers prominent at that period. The process is continuous, the objects studied vary, constructive power widens in application, the use of symbols becomes increasingly prominent. The curriculum as planned and practiced trains teachers to work in primary grades, to make due connection with previous kindergarten and home instruction, and to make possible and easy the development characteristic of following years.

Practice teaching is confined to the kindergarten and first four grades if the number in the class is not too large. Observation ranges through older grades also, according to the need of the student.

Elective Courses in Household Arts

Students of requisite ability who desire to prepare in a larger degree to teach the household arts in rural and semi-rural schools, with the purpose of making the schools more vital factors in the welfare of the several communities, are allowed to take elective advanced courses in cooking and sewing in place of portions of the work in mathematics, history, and literature, yet not to the degree of lessening efficiency in the usual instruction required in elementary schools.

¹ Designed for students preparing to teach in primary grades.

Candidates for these elective courses must be of superior ability, must present evidence of skill in cooking and sewing, and should have studied chemistry in the high school.

Elementary-Intermediate Department

JUNIOR CLASS

First Half Year

English Language 1	.	.	2
Mathematics 1	.	.	3
Practical Science 2	.	.	3
Physical Education 1	.	.	3
Physical Education 2	.	.	4
Music 1	.	.	4
Drawing 1	.	.	3
Practical Arts 1, 2, 3	.	.	3
Education 1	.	.	1
Education 6	.	.	4
Periods per week	.	.	30

Second Half Year

English Language 2	.	.	3
English Language 5	.	.	2
Mathematics 2	.	.	5
Practical Science 1	.	.	3
Physical Education 2	.	.	4
Drawing 1	.	.	3
Practical Arts 1, 2, 3	.	.	3
Practical Arts 4	.	.	3
Education 1	.	.	1
Education 6	.	.	4
Periods per week	.	.	31

SENIOR CLASS

First Half Year

English Language 3	.	.	3
Literature	.	.	3
Practical Science 3	.	.	2
Physical Education 3	.	.	4
Drawing 2	.	.	3
Practical Arts 5	.	.	2
Geography	.	.	4
History, Social Science 1	.	.	3
History, Social Science 2	.	.	1
Education 4	.	.	1
Education 8	.	.	4
Periods per week	.	.	30

Second Half Year

English Language 4	.	.	2
English Language 6	.	.	3
English Language 7	.	.	1
Literature	.	.	3
Physical Education 3	.	.	4
Practical Arts 7	.	.	2
Geography	.	.	2
Education 2	.	.	5
Education 3	.	.	1
Education 4	.	.	1
Education 9	.	.	6
Periods per week	.	.	30

ENGLISH LANGUAGE

The aims common to all these courses are to know that language is instinctive and is vital to thought. To discover by personal investigation how hearing and seeing language, speaking and writing, spontaneity and originality in expression vary naturally in each child in the successive phases of his development, and in different children at the same stage of development.

To teach language as a means of expressing experience. To appreciate the complete dependence of expression on impression in learning conventional language. To derive the content of language lessons, both instruction and practice, from the expressions of children, and to apply the same to their real activities.

To define the respective purposes of instruction, application and correction. To know the conditions essential to securing skill in the correct use of language. To distinguish the causes of bad language habits in each pupil.

To adapt the steps in the subject and the modes of instruction and drill to the needs of the individual; to the characteristics of the class. To establish habits of correct speaking and writing. To base methods of instruction, drill, and correction on the structure and functions of the brain and on the natural way in which children learn language.

English Language 1. Oral language. Miss BARIGHT.

First half of first year. Nineteen weeks; two periods weekly; outside preparation, three periods weekly.

Aims (in addition to those common to all English language courses): To judge and correct one's own oral language on both formal and informal occasions. To compare the oral language of children from different home environments, from similar home environments. To compare in-school and out-of-school speech habits as to vocabulary, sentence forms, pronunciation, quality of voice, spontaneity, and self-correction. To discriminate the speech errors of individual pupils.

To make instruction agree with the natural way in which all children learn speech. To realize that spontaneity, pride in correct expression, and enjoyment of discrimination in language are stimulated chiefly by emulation.

Content: Kinds of language. How speech is learned. Conversation, —

characteristics of children's; why, when and how to hold; language improvement resulting. Story telling, — purposes, types of stories. selection, adaptation, preparation, telling, effects. Use of pictures. Dramatizing, — dramatic play, home play, free play at school, guiding dramatic play, effects. Reciting rhymes and poetry, cumulative prose stories and other prose selections, — importance to children, place in the teaching of English, choice.

Method: Mutual observation and correction by students of their own language. Observation and grouping of errors in children's speech for instructive, corrective, and drill lessons.

Observation of lessons taught by the regular teacher or the normal school instructor. Report and discussion of the content and method of the lesson and of the children's responses. Illustration and analysis of methods of teaching type lessons.

Collection and arrangement of material for illustration and application. Comparison of manuals of language instruction. Planning lessons for imitative teaching. Instruction of retarded or advanced individuals, of groups, and of whole classes. Correlation with drawing and the practical arts.

English Language 2. Reading and spelling. Mr. ELDRIDGE.

Second half of first year. Nineteen weeks; three periods weekly; outside preparation, two periods weekly. This course emphasizes the elementary processes of learning to read silently and orally.

Aims (in addition to the aims described in previous language courses): To establish the habit of judging and correcting one's own reading. To make methods of teaching reading conform with brain structure and function. To make clear the necessity of teaching one language process at a time. To account for the variations in the vocabularies and sentence construction of children's speech and reading, in good and poor reading, in quality of reading in other than reading lessons, in kinds of mistakes. To compare the relative amounts of instruction and correction necessary in learning to speak and to read. To adapt silent and oral reading in kind and amount to the differing ability and development of the children.

Content: Analysis of oral rhymes and prose stories. Kinds of oral-word lessons. Meanings of oral words. Word hearing (phonics). Word pronouncing.

How written language is learned. Story method of learning silent reading; comparison of prevailing methods. Sentence making. Kinds of printed word lessons. Meanings of printed words. Word seeing (graphs). Oral reading (phonograms). Written spelling. Oral spelling. Use of capitalization and punctuation in reading. Use of the dictionary.

Method: Demonstration of the structure and functions of the brain as related to reading. Observation of illustrative lessons. Report and discussion of the content and method of these lessons and of children's responses.

Observation and grouping of errors in children's reading and spelling for instructive, corrective, and drill lessons. Illustration and analysis of prevailing methods of teaching reading and spelling. Comparison of manuals.

Collection and classification of material for silent, oral, and drill reading in elementary grades. Planning lessons for imitative and original teaching. Modification of lessons to meet the needs of non-English speaking pupils. Instruction of retarded and advanced pupils, native or foreign born.

English Language 3. Grammar. Mr. ELDRIDGE. Miss BARIGHT.

First half of second year. Nineteen weeks; three periods weekly; outside preparation, three to four periods weekly. The cultural elements are more prominent than the professional.

Cultural. Aims: To teach the sentence as the expression of a thought, a judgment. To cultivate power of discrimination in hearing, reading, and making sentences. To establish correct grammatical standards as to sentence structure and word forms. To fix correct grammatical habits. To train to think straight, to define accurately, to explain logically. To teach the analysis of sentences as a means of appreciating literature.

Content: Ideas and thoughts. Words and sentences. Thinking and speaking. Elements, complements, modifiers. Kinds of sentences. Analysis of sentences to judge correctness and definiteness of expression. Parts of speech, classes and inflections. Substantives and modifiers. Verbs, complements, and modifiers. Participles and infinitives. Prepositions and conjunctions. Analyses of words in sentences to determine correctness of form and use.

Emphasis on discernment and correction of personal errors in speech, in script. Intelligent use of principles, rules, and definitions. Cultivation of enjoyment of good usage.

Method: Definite, logical, organized instruction to establish correct standards and habits. Constant observation, discussion, and correction by each student of his own language, of others' language. Tests to measure progress.

Professional. Aims: To know children's language as a growing organism. To observe how grammatical usage is learned during childhood and youth. To discover the dawn of consciousness in the use of language and its effect on learning and using language.

To test the relative abilities of sensory and motor minded pupils to hear and see language as such. To observe the relation between poor use of English (oral and written) and habits of study, and to discover the causes thereof.

To adapt instruction to types of mind, relative abilities, and interest in language. To illustrate ways and means of getting children to correct their own language. To cultivate children's interest in language as an art.

Content: Grammatical elements peculiar to each phase of development. Effect of environment. What constitutes good usage to younger pupils, to older pupils. Pupils' errors as the chief source and occasion for grammatical instruction. Kind and amount of systematic grammar profitable for older elementary pupils. Relative influence of illustrations and rules as guides to correct use. Relative importance of learning by imitation and instruction, in younger, in older grades. Adaptation of instruction to the needs of non-English speaking pupils.

Method: Passive and active observation of the language of children and youth. Collection and classification of grammatical errors heard and seen. Observation of lessons taught by the regular teacher or the normal school instructor. Reports and discussion of the methods and results. Imitative teaching. Writing lesson plans involving logical thinking. Teaching and criticism. Discussion of responses of and permanent effects on children. Tests of progress. Investigation of attention to grammatical errors in other lessons. Comparison of grammars and manuals. Modes of using courses of study and manuals.

English Language 4. Composition. Miss BARIGHT.

This course accompanies each of the other English language courses. It occupies the equivalent of nineteen weeks; two periods weekly; outside preparation, two periods weekly. Oral composition is emphasized in connection with English 1 and 3; written composition in connection with English 2 and literature. The course is equally cultural and professional.

Cultural. Aims: To induce habits of fluent and accurate, original and individual expression. To feel the æsthetic importance of fine arrangement. To think discriminatingly, connectedly, logically. To express adequately. To realize the dependence of progress in thought upon progress in expression. To promote social intercourse.

Content: The standard of good usage. Diction. Structure of sentences, — use of complements and modifiers, grammatical agreement and reference; unity, order, co-ordination, subordination, parallelism, logical agreement, etc. Structure of a composition, — unity, organization, coherence. Analytical outlines. Letter writing. Arrangement of manuscript. Technical elements of expression.

Method: Study of illustration. Preparation of outlines. Speaking with and without notes. Prepared and extemporary discussion. Writing exercises, — sentences, paragraphs, compositions. Correction of papers written by self, by others. Revision of typical papers.

Professional. Aims (see English Language 1, oral language): To compare the ways in which children learn oral and written expression. To compare the written language of children from different home environments, from similar environments; of children of objective and subjective types. To discover which children base written expression on speech, which on reading; in younger grades, in older grades.

To discover the relative importance of oral and written expression in promoting intelligence in younger children, in older children. To adapt instruction to the interests and needs of children at each stage of development. To base instruction and practice on the present experiences of children.

To know that consciousness by each pupil of a definite useful purpose in the written expression is the most important motive in securing sustained effort. To know that the æsthetic appearance of a written paper is motivated for the most part by desire for approval. To know that progress in written composition depends almost wholly on the ability and habit of self-correction of daily efforts.

Content: Conversation. Reproduction. Original composition, — spontaneous remarks, description, narration, explanation, argument. Co-operative composition. Enlargement of sentences, condensations of paragraphs. Letters, — social and business. News items. Telegrams. Advertisements, etc.

Comparative development of oral and written composition. Use of experiences, pictures, and text for suggestions. Use of summaries, questions, and topics to guide composition. Correction, — to what purpose, how, by whom, when, how often. Revision. Effects of correction and revision on spontaneity and originality.

Method: Listening to children on formal and informal occasions. Observation of instructive and of practice lessons. Conduct of similar exercises with individuals and groups of pupils. Analysis and report of pupils' speech and writing.

Discussion of kinds of errors and modes of correction. Comparison of the oral and written products of the same pupil, of good and bad talkers; of good and bad writers. Discrimination of causes of good and bad work.

Preparation of lesson plans for typical exercises. Comparison of manuals of instruction. Investigation of use of composition in connection with various school subjects.

English Language 5. Oral reading. Miss BARIGHT.

Second half of first year. Nineteen weeks; two periods weekly; outside preparation, one period weekly. This course is in direct sequence with English 1 and 2, and emphasizes reading as an art. Although the work is largely cultural the professional applications are made of each topic to facilitate early practice teaching.

Aims (in addition to the aims described in English 1 and 2): To think intelligently, — to think ideas separately, in their group relations; to perceive their relative importance, to follow the development of the thought. To respond promptly and fully to the emotions described or suggested in the text. To imagine situations vividly and in detail. To understand thinking and feeling as causes of expression. To understand the body and voice as means of expression. To cultivate ease, grace, and dignity of poise. To use the voice correctly and effectively.

To know what in children constitutes naturalness of expression, how to preserve it, how it is lost, how to recover it. To know the attitude towards oral reading of younger children, of older children, and the reasons therefor. To account for the variations in oral reading of sensory and motor minded pupils. To recognize the variation in oral reading due to defective sight or hearing, or to wrong use of the voice.

Content (see English 1 and 2); Conversation, — characteristics, comparison with oral reading, elements to be emphasized in oral reading.

Story telling, — comparison with conversation and oral reading; from memory and by aid of a book; types of stories and their characteristics; adaptation to the changing needs and interests of children; characteristics of a good story teller.

Silent reading, — processes, intellectual and ethical effects, fundamental importance, effect on oral reading.

Oral reading, — processes, purposes, characteristics, types of material for successive phases of development, sources of material, causes of loss of power in pupils of older grades.

Distinction between word lessons, oral reading, and reading drills. Individual and group reading. Relation of the reader to other members of the class. Modes of preparing for oral reading. Tests of successful reading. Reading drills, — kinds, purpose, time, devices.

Method: Active participation by the normal school instructor with the students in conversation, telling anecdotes and stories, dramatization, and oral reading to exemplify ideals of fine and adequate expression. Practice by students to make all oral expression interpretative. Oral analysis of speech to prove intelligent grasp of thought. Oral exemplification of correct and incorrect utterance. Observation of lessons with children, etc., as described in the methods of English Language 1 and 2.

English Language 6. Oral reading 2. Miss BARIGHT.

Second half of second year. Nineteen weeks; three periods weekly; outside preparation, one or two periods weekly. This course is a direct continuation of Reading 1, but emphasizes the professional more than the cultural aspect.

Aims (see English 1, 2, and especially 5): To exemplify satisfactorily oral reading for each grade of children. To appreciate the kind and degree of emotional expression characteristic of children at different stages of development. To arouse children's pride in reading aloud. To give personal aid needed by individual children, and to adapt material and instruction thereto. To improve the quality and accuracy of each student's expression. To use oral reading to stimulate silent reading and to teach literature, adapting the same to the several types of pupils. To promote reading aloud at home.

Content (in addition to Reading 1): Speaking, — extemporary reports and discussions of current events, recitation of memorized selections, original talks from outlines. Distinction between reciting, acting, and oral reading. Relative kind and amount of preparation for oral reading. Exercises for qualities of expression as related to the thought and feeling. Exercises for accuracy in use of the voice as a mechanism. Modes of stimulating interest and effort in oral reading.

Method: Observation of lessons, as described in the methods of antecedent courses. Active instruction of children, especially of those needing instruction. Discussion of results obtained, modifications necessary. Comparison of influence of material selected by children and of contents of school readers. Preparation for oral exercises on public occasions.

English Language 7. Penmanship. Mrs. COUCH.

Second half of first year. Ten weeks; one period weekly; outside preparation, enough to attain the standard. Cultural and professional.

Aim: Free, easy, legible, beautiful handwriting. Ability to teach penmanship.

Content: Correct position of body, pencil, pen, and paper. Drills for movement and control. Length and frequency of drills. Application in other subjects. Gradual perfection of form. Motives to induce practice. Care of ink, pens, and paper.

Method: Practice under imitation and direction. Persistent use in connection with other subjects.

Observation of pupils under instruction and at practice. Analysis of pupils' movements and papers. Discussion of variations and their causes. Organization of procedure in a series of grades.

LITERATURE**Literature. Miss BARIGHT.**

Second year. Thirty-eight weeks; three periods weekly; outside preparation, three periods weekly. The course is equally cultural and professional, the latter element being emphasized the second half year.

Aims: To develop taste and enjoyment in reading literature. To use literature to find and extend one's self, to give a new sense of truth, to develop ap-

preciation of beauty, to enrich thinking, to intensify perception of and sympathy with all phases of life, to create and preserve ideals, to develop character, to give better knowledge of human nature, to vitalize thinking concerning common things.

To show the relation of literature to history. To illustrate the natural and true approach to literature. To know the forms of literature and how to use literature to improve use of language.

To show the characteristics of children to which literature must be adapted. To collect and classify literary material according to the needs of pupils in successive phases of development according to the requirements for special occasions. To use the library effectively. To become familiar with the best thought concerning the value and use of literature in schools. To teach how and when to use song and story in the instruction of children.

Content: Works and lives of selected American and English authors. Works and lives of modern nature writers. Characteristics and development of the short story and lives of leading writers. Correlation of literature with other subjects. Function of literature in the education of children.

Characteristics of folklore, fairy tales, fables, myths, legends; stories of physical prowess and heroism, nature and animal stories, tales of adventure, serious effort, and humorous stories; stories of intellectual and ethical heroism, of achievement, adventure, romance, chivalry; dramas. Testing of the effects of prose and poetry, and interpretation by vocal expression.

Methods of teaching literature according to its form and the maturity of the pupils.

Opening exercises, — purpose, variety of interests, use of material, children's initiative, results.

Method: Oral reading, story telling, and dramatization by the normal school instructor to exemplify fine ideals and standards; by the students, to strengthen and enlarge ideals and to learn correct habits of expression. Silent reading, investigation, reports, and discussions.

Observation and analysis of lessons taught by the normal instructor or the regular teachers. Writing of lesson plans for teaching by presentation and questioning, both in normal classes and at the training schools. Investigation of the outside reading of children and source of material; of use of school libraries.

MATHEMATICS

Mathematics 1. Concrete geometry. Miss SEARLE.

First half of first year. Nineteen weeks; three periods weekly; outside preparation, three periods weekly.

Aims: To observe the untaught modes of construction by children. To perceive the natural order of project, use, form, measurement, and size. To perceive the natural place of drawing in project making. To discern the appearance of mathematical reasoning and of definition. To judge of mathematical maturity as evidenced in projects. To find points of contact for definite instruction in form, measurement, and size; concrete classification and demonstration.

Content: Observation of objects and processes used in construction by children and by mechanics; grouping according to form; usefulness of each form.

Positions and relative positions of lines, surfaces, and solids. Use of straight-edge, plumb, level, and try-square.

Concrete measurement and reasoning in finding area and volume. Making sketches, working drawings, and patterns on square-ruled and plain paper for the construction of geometrical objects and derived forms. Analysis, classification, and definition of figures and solids.

Concrete demonstrations of elementary principles of geometry; growth of abstract demonstration; cultivation of mathematical English expression. Selection of projects and material according to needs and interests of children. Use of projects to motivate other subjects. Plans of lessons.

Method: Personal observation and investigation of children at play, of mechanics at work; reports and discussions. Making, building, drawing to understand the scope and difficulty of projects. Study of geometrical forms from type solids, drawings, and architecture of the vicinity. Observation of children when taught by normal school instructor or by the teacher of the grades. Perception and record of plans in model lessons observed. Writing new lesson plans.

Mathematics 2. Arithmetic. Miss SEARLE.

Second half of first year. Nineteen weeks; five periods weekly; outside preparation, five periods weekly.

Aims: To observe the numbers and number processes used by children apart from instruction. To base instruction on the knowledge and ability discovered in children. To adapt instruction to meet the conditions under which children use number in buying and selling, construction, and computation. To discern the appearance and promote the growth of mathematical reasoning. To use arithmetic to measure conditions described in other subjects.

Content: Observation of the conditions under which children use numbers apart from instruction. Organization of the number facts and processes commonly used by children, by parents, by clerks, by mechanics, etc. Selection of projects for points of contact in teaching. Figuring and its relation to reasoning. Analysis of problems, place and use of diagrams and formal explanations. Comparison of mathematical abilities of children and reasons for differences. Study of children's papers, textbooks, newspapers, reports, accounts.

Method: Personal investigation by students. Reports and discussions. Preparation of illustrative material for teaching. Special trips to stores, banks, and offices. Drills in computation to secure accuracy and in solution of problems to test reasoning. Observation of model lessons. Writing lesson plans. Comparison of textbooks.

GEOGRAPHY

Geography. Mr. SMITH.

First half of second year. Nineteen weeks; four periods weekly; outside preparation, eight periods weekly.

Second half of second year. Nineteen weeks; two periods weekly; outside preparation, four periods weekly.

Aims: To observe definitely the geographical phenomena of the locality. To imagine distant phenomena clearly by definite use of local observations. To reason from cause to effect. To organize and locate the geographical facts

necessary for intelligence as to current events. To observe the responses made to geographical phenomena by children in their several stages of development. To base instruction on the personal experiences of pupils.

Content: Local geography, — features most prominent, most used by children, most important to the welfare of the citizens. Representation by sand modeling, map sketching. Reading of local maps. Use of the school and home gardens for learning elementary facts of agriculture.

Travel geography, — comparison of distant places and people with local conditions, careful study of type regions and activities. Earth as a whole, — relief, drainage, climate, productive areas, populous areas, means of communication. Kinds and uses of maps, globes, and text. Place of map drawing and editing.

Comparative study of continental features and activities. Detailed study of Massachusetts and the United States. Great nations, — their importance, influence of geographic environment, interdependence of peoples.

Method: Numerous class trips for careful observation of geographical features. Special investigations. Reports and discussions of observed phenomena and of their relation to children's study.

Laboratory experiments to illustrate and explain causal relations. Personal practice in sand modeling, map drawing, and map reading. Comparison of textbooks, supplementary reading, and maps to find their appropriate place and use. Collection and arrangement of illustrative material. Observation and analysis of model lessons. Adaptation of lesson plans to maturity of children.

HISTORY AND SOCIAL SCIENCE

History and Social Science 1. American history. Mr. ELDRIDGE.

First half of second year. Twelve weeks; four periods weekly; outside preparation, five periods weekly.

Aims: To distinguish the phases of human endeavor which are of most interest to children at their several stages of development. To adapt instruction to the maturity of pupils. To cultivate interest and initiative in historical reading. To inculcate ideals of patriotism based on social justice. To realize that a State or nation is the creation of the people or is what the people permit or tolerate.

Content: Observance of historical holidays. Stories of primitive life. Fairy stories, myths, and legends. Stories of physical prowess, — explorers, settlers, soldiers, sailors, etc. Stories of intellectual conquest, — inventors, builders, merchants, statesmen, authors, etc. Stories of moral heroism and other elements of character. (These topics are considered more fully in connection with the course in literature.)

Local history and its relation to local geography. Growth of the United States, — territorial, industrial, political, social. Interstate and international relations. Relative importance of chronological and causal sequences. (These topics are treated in detail for use in older grades.)

Method: Observational trips to places of historical interest. Reports and discussions of historical features of importance to children.

Critical consideration of the relative value of historical stories and textbooks; of pictures and maps. Collection and arrangement of illustrative material.

Observation of model lessons. Writing lesson plans for types of instruction. Adaptation of methods to secure initiative and interest in historical reading; in current events. Conduct of trips, recitations, and discussions.

History and Social Science 2. Civics. Mr. ELDRIDGE.

First half of first year. Seven weeks; four periods weekly; outside preparation, five periods weekly. The study of civics is in part contemporary with the study of American history and in part follows that course. The subject is more cultural than professional.

Aims: To recognize and define the social problems of the day in rural and urban communities and in different States and nations. To trace the course of prominent social movements. To know present-day methods of solving these problems. To feel personal responsibility for social welfare. To investigate the intelligence and moral attitude of children as to social problems.

Content: Interrelations of institutions, — family, school, church, town, city, State, nation, and society. Opportunity for the individual. Relations of labor and capital; of capital and politics. Responsibility of society for protection of health, care of the poor, prevention of ignorance, poverty, and crime. Responsibility of the public school for development of moral intelligence. Consideration of topics that can be taken up profitably with children in the grades.

Method: Observational trips by individuals, groups, and classes to various residence districts; to public buildings, especially the city or town hall, police station and court room, fire houses, hospital, waterworks, library, mills, stores, markets, etc. Practice at the training schools in promoting better and more active citizenship. Reading and discussion of contemporaneous books and magazine articles. Reports of observed socializing instruction in rural and urban schools. Discussion of practicable methods for interesting parents in making schools centers of socializing work.

PHYSICAL EDUCATION**Physical Education 1. Hygiene. Miss SKEELE.**

First half of first year. Nineteen weeks; three periods weekly; outside preparation, two periods weekly.

Aims: To understand the elementary facts of the structure, function and care of children's bodies. To feel personal responsibility for the physical welfare of children. To use methods that result in the formation of health habits and respect for the laws of health.

Content: Objective study of organs and tissues to insure right knowledge of the simpler structures and functions of the human body. Recognition of the physical characteristics of children peculiar to each stage of development. Observation of children to discover normal and abnormal conditions of health. Investigation of conditions in the schoolroom, on the playground, and in the home environment which produce normal and abnormal conditions.

Discrimination of facts of structure, function, and hygiene stimulating in children the practice of health habits, and necessary to parents and teachers in order to take intelligent care of children. The topics treated in detail are vision, hearing, posture; teeth, nose, throat, skin, hair; clothing, drinking cups, and towels; cleanliness; ventilation; emergencies; use of tobacco and alcoholic liquors, signs of contagious diseases, bacteria. Selection of material and methods of teaching that result in health habits and respect for the laws of health.

Method: Reference to knowledge gained by personal experience in ill health, in caring for children or the sick, and by observation of parts of lower animals

seen at home or in the market. Reference to personal conditions made manifest by the entrance physical examination. Observational study of shank of beef, haslet, skeleton; manikin, models of brain, eye, ear, respiratory tract, and pelvic cavity; pictures and diagrams, microscopic slides. Observation of instruction of children by the instructor in hygiene and by the teachers at the training schools. Perception of plans in lessons observed. Writing lesson plans. Exposition of materials and methods, collected and arranged for use with children. Discussion of the relation of hygiene to social welfare.

Physical Education 2. Gymnastics 1. Miss SKEELE.

First year. Thirty-eight weeks; three periods weekly; outside preparation, occasional.

Aims: To enjoy playing games, dances, and other exercises, indoors and outdoors. To understand children's need of physical activity and to sympathize with their play spirit. To improve health of body and vigor of mind; posture and carriage.

Content: Games, dances and other exercises adapted to students for children, for indoor and outdoor use. Corrective exercises adapted to school conditions. Apparatus work suitable for playground instruction. Adaptation of exercises to age and sex; to restrictions of schoolrooms and playgrounds. Use of phonograph records. Use of language in directing exercise.

Method: Active play. Observation of and playing with children. Imitative teaching. Umpiring games, etc. Observation and discussion of children of forms of exercise, of adaptations, of influence of school on home play and work.

Physical Education 3. Gymnastics 2. Miss SKEELE.

Second year. Thirty-eight weeks; three periods weekly; outside preparation, occasional.

Aims (see Gymnastics 1): To acquire skill in conducting corrective exercises, folk dances, and games.

Content: As described for Gymnastics 1.

Method: As described for Gymnastics 1; also, observation of instruction by the normal school instructor; by the teachers of the grades. Practice teaching with and without immediate supervision. Playground direction.

PRACTICAL SCIENCE

Practical Science 1. Sanitation. Miss SHOLES.

Second half of first year. Nineteen weeks; three periods weekly; outside preparation, three periods weekly.

Aims: To practice cleanliness and order in the care of personal and school property. To teach children why cleanliness and order are necessary, and to take responsible care of school and personal property. To adapt instruction to the successive abilities of children to practice sanitation. To promote helpfulness of children in their homes.

Content: Dust, its dangers, prevention; use of water in cleaning; soaps and other cleaning agents; removal of stains; disposal of waste; sewage, use of wood, coal, gas, and kerosene stoves; lighting and ventilating of schoolrooms; care of clothing at school.

Principles of science on which modern sanitary processes are based.

Application of these principles in the care of floors, walls, windows, desks, sinks, stoves, utensils, closets, and coat rooms; books, apparatus, supplies; grounds, toilets; disposal of waste; prevention of flies; heating, lighting, and ventilation.

Method: Laboratory experiments. Inspection and discussion of schools. Practice in school housekeeping. Supervision of children. Practice demonstration. Special trips to study water supply, generation of gas and electricity, modes of heating and ventilating.

Practical Science 2. Plant life. Mr. SMITH.

First half of first year. Nineteen weeks; three periods weekly; outside preparation, two periods weekly.

Aims: To know plants as developing organisms. To understand their function in nature. To appreciate their influence on human life. To observe the responses to plant life by children at their various stages of development. To adapt instruction to the successive interests and needs of children. To promote home gardening.

Content: Soils, — composition and relation to plant growth. Relation of heat, moisture, and light to plant growth. Bulbs, — parts, growth; educational importance. Greenwood cuttings. Grafts. Structure, function, habit, and habitat of familiar plants. Food plants. Ornamental plants. Common trees, shrubs; useful and ornamental. Relation of plants to all animal life. Plants interesting to children. Organization of subject and illustrative material. Correlation with geography and drawing.

Method: Observation of soils and plants in natural location. Experiments on soils and plants. Growing bulbs and cuttings. Transplanting full-grown plants for winter use. Dissection of plants at various stages of growth. Observation of plant models and diagrams. Use of garden catalogs and magazines; textbooks; poetry. Observation and discussion of model lessons; of children at work with plants. Planning of type lessons. Differentiation for rural schools.

Practical Science 3. Animal life. Mr. SMITH.

First half of second year. Nineteen weeks; two periods weekly; outside preparation, two periods weekly.

Aims: To know animals as developing organisms. To understand their function in nature. To appreciate their influence on human life. To observe the responses to animal life by children at their various stages of development. To adapt instruction to the successive interests and needs of children. To promote kindness to animals and protection to human beings.

Content: Animals prominent in the interests or needs of children. Characteristics, habits, and habitat of animals. Animals useful or injurious to plants or human beings. Prevention of injurious animals. Protection of useful animals. Care of domestic animals. Attitude toward wild animals. Organization of lessons according to the maturity of children and the environment. Collection and arrangement of illustrative material. Correlation with gardening, geography, civics (State law).

Method: Observation of children at play or work with animals. Observation of animals in their usual environment, whether at large or in confinement

individual trips and class excursions. Special observation in the school garden at neighboring farms and stables, and at occasional menageries. Experiment; in the schoolroom and study of models and diagrams. Collection and discussion of use of catalogs, magazines, pictures, stories, and textbooks. Observation discussion of model lessons. Planning of similar lessons. Differentiation of content and method according to maturity of children and environment.

PRACTICAL ARTS

Practical Arts 1. Handicraft. Miss LAMPHIER.

First year. Twelve weeks; three periods weekly; outside preparation, one period weekly; opportunity for extra work after sessions.

Aim: To teach the technique of such handicraft as can be done profitably in the first six grades.

Articles: Based on school and home uses. Reed and raffia are used in making baskets, napkin rings, table mats, boxes, etc. Cardboard, paper, and cloth are used in making memorandum pads, binders, portfolios, etc. Chair seating is applied to school and home chairs. Knitting is used for making face cloths, wristers, etc. Modifications are made to meet any needs of rural schools.

Method: Actual making of articles. Observation of children at work and of their products. Writing lesson plans. Practice teaching according to object and skill of the student.

Practical Arts 2. Handicraft 2. Miss PEARSON.

First year. Twelve weeks; three periods weekly; outside preparation, one-half period weekly.

Aims: To teach the technique of paper tearing, paper cutting, paper construction, stenciling, arranging, mounting. To appreciate children's æsthetic endeavors in construction. To realize the intelligence and skill necessary for artistic results.

Content: Paper tearing, — symbols of objects appropriate for picture story telling. Paper cutting, — symbols for picture story telling; animals that will stand; calendar mounts; dramatic accessories. Paper construction, — envelopes, boxes, covers, baskets, valentines, sand-table objects, lamp shades, etc. Mounting of pictures. Stencil cutting and stenciling. Arrangement on bulletin boards. Arrangement of room furnishings.

Method: Actual making of articles. Observation of children at work and of their products. Discussion of artistic values of objects made; adaptation to other subjects. Adaptation of methods and devices. Assisting children and practice teaching according to the object and the ability of the student.

Practical Arts 3. Handicraft 3. Woodworking. Mr. CUMMINGS.

First year. Twelve weeks; three periods weekly; outside preparation, one period fortnightly; opportunity for extra work after sessions.

Aims: To use woodworking tools and the fundamental processes. To appreciate the constructive activities of boys in middle and upper grades. To understand the intelligence and skill necessary for successful results.

The articles made are based on school and home uses, and on play.

With the coping saw are made map and picture puzzles, frames, furniture, animals, carts, windmills, etc.

With the carpenter's tools are made bookshelves, book ends, bookcases, boxes, screens, stools, stands, tables, chairs, etc.

Method: Actual making of articles. Observation of boys at work. Observation of products made by children; by manufacturers. Use of drawings. Discussion of methods of teaching and adaptation to rural schools. Practice teaching according to the object and the ability of the student.

Practical Arts 4. Gardening. Mr. SMITH.

Second half of first year. Nineteen weeks; three periods weekly; outside preparation, three periods weekly. This course must be preceded by Practical Science 2, plant life.

Aims: To practice gardening. To cultivate personal interest in growing things. To increase foresight and responsibility peculiar to the care of living things. To feel the satisfaction of effort and the beauty of product. To appreciate the fundamental value of agriculture and the need of scientific procedure. To observe the variation in native interests of children toward gardening, according to phases of development and conditions of environment. To differentiate kind and method of work to meet the variations in children and in locality.

Content: Planning and laying out individual gardens, $4\frac{1}{2}$ by 15 feet. Preparation of soil, use of fertilizer, tillage.

Seed testing, germination, thinning, transplanting, use of cold-frame and hot-bed, setting out. Planting, cultivating, harvesting, marketing, clearing, and composting. Study of farm machinery and processes.

Variation in kind of gardening according to maturity of children; imitative, instructive, elective; individual and group commercial gardens. Experimental plots. Home gardens. Correlation with arithmetic, geography, history, and drawing.

Method: Actual gardening by each student. Observation of interest and skill of students and children; of effects of climate and care on growth and products. Competitive exhibition of flowers and vegetables at the local fair. Inspection of home gardens; reports and discussions of observations. Discussion of the importance of home gardens. Adaptations for rural and urban schools. Use of government publications. Observation of model lessons. Writing lesson plans. Assisting in the school gardens.

Practical Arts 5. Cooking 1. Miss SHOLES.

First half of second year. Nineteen weeks; two periods weekly; outside preparation, occasional.

Aims: To conduct the noon lunch of school children. To teach cooking in rural schools as regular work; to use cooking to motivate other school activities. To cultivate pride in helping at home. To place American standards before children of foreign parents.

Content: Simple cookery whereby children can help at home. Characteristics of foodstuffs. Selection of foods and method of cooking. Selection of recipes for use at the noon lunch. Choice of a simple cooking equipment for a rural school.

Method: Actual cooking processes to be used in rural schools and homes.

Use of kerosene, wood, coal, and gas stoves; of rural school equipment. Setting table, serving, clearing the table, and washing of dishes. Experiments to explain principles of food preparation. Observation and instruction of children at noon lunches and cooking exercises. Discussion of methods of teaching with this simple equipment. Special trips to stores and markets, dormitory kitchen, and supply rooms.

Practical Arts 6. Cooking 2. Miss SHOLES.

First half of second year. Nineteen weeks; two periods weekly; outside preparation, one period weekly. A special course open only to pupils of proved superior intelligence and administrative ability.

Aims: To teach cooking in the more highly developed rural or semi-rural schools. To secure more effective practice by children at home. To motivate lessons in health, arithmetic, geography, and good manners. To work intimately and confidently in mothers' clubs, etc.

Content (Extension of Cooking 1): Comparative nutritive value and digestibility of foodstuffs. Proper food for children of school age. Economical use of food; adaptation to materials and money available. Planning of simple wholesome meals suitable for children.

Sale of foods cooked at school and expenditure of the money for school improvements, — account of cost, receipts, and expenditures, profit.

Method: Extended personal practice in cooking and serving. Special practice teaching in rural and urban training schools. Reading and discussion of such work now being done in more distant schools. Special trips to bakeries refrigerators, and fruit houses.

Practical Arts 7. Sewing 1. Miss SHOLES.

Second half of second year. Nineteen weeks; two periods weekly.

Aims: To teach sewing as a part of the regular work. To use sewing to motivate other school subjects. To cultivate pride in helping at home. To set good standards before children of foreign parents.

Content: Repairing clothing belonging to self or others; other articles. Making new articles for wear or house use. Taking care of under and outer garments.

Adaptation of clothing of the teacher to the schoolroom and pleasure of children. Comparison of courses of work and methods of teaching for rural schools.

Method: Actual sewing processes to be used in rural schools and homes. Machine sewing; care of machine. Using patterns. Distinguishing textiles.

Observation of children at work and of their products. Instruction of children. Special trips to dry-goods stores. Study of a course in sewing.

Practical Arts 8. Sewing 2. Miss SHOLES.

Second half of second year. Nineteen weeks; two periods weekly; outside preparation, one period weekly. A special course open only to pupils of proved superior intelligence and administrative ability.

Aims: To teach sewing in well-developed rural or semi-rural schools. To induce more effective help by children at home; to motivate lessons in health,

arithmetic, color, and good taste; to work more intimately and acceptably in mothers' clubs and similar organizations.

Content (Extension of Sewing 1): Characteristics of different textiles. Comparative durability and cost of materials. Selection of projects according to the needs and abilities of children. Choice of materials for personal use. Adaptation for use, ornament, and style. Making of articles for school use.

Method: Extended personal practice in sewing, by hand and machine. Measuring, drafting, and cutting patterns. Modifying of patterns bought.

Special practice teaching in rural and urban training schools. Observation, reading, and discussion of work in distant schools. Special trips to department stores and millinery shops.

DRAWING AND FINE ARTS

Drawing and Fine Arts 1. Miss PEARSON.

First year. Thirty-eight weeks; three periods weekly; outside preparation, occasional.

Aims: To draw freely, spontaneously, and with skill. To appreciate the beauty of plant and animal forms, of color and form in the landscape, and of good design in architecture and interior decoration. To understand what is in good taste æsthetically. To know and enjoy examples of fine art. To know the natural responses of children, at their several stages of development, to beauty and to the elements of art. To study the instinctive efforts of children to express experiences by modeling, drawing, and coloring; and to use these methods for practical and for æsthetic purposes. To teach children to get keener appreciation of fine art by attempting to express beauty by drawing, color, and design.

Content: Color, — discrimination of color and appreciation of harmony; the spectrum, tints, shades, hues, tones, values, scales, and charts; study of fruits, vegetables, trees, and landscapes.

Representation, — effects of distance and level upon the appearance of objects; foreshortening of hemispherical, conical, and cylindrical objects; vase forms; illustrative drawing; mechanical drawing of patterns and of views of objects; hand lettering.

Design, — development of decorative units from plant forms; border, surface, and radial arrangements to express rhythm, balance, and harmony of shape and line; interpretation of natural forms in terms of design.

Fine art, — enjoyment through play of the imagination; recognition of dominant art principles; acquaintance with subjects appropriate to the calendar months.

Method: Typical lessons for understanding of subject-matter and demonstration of processes, following by much practice to fix correct habits and to produce skill.

Use of crayon, pencil, and brush in sketching appearance, recording observations, and illustration. Painting by the floated method. Mechanical drawing of patterns and views of objects. Blackboard drawing.

Analysis of objects and arrangements to find the principles of art used. Designing and applying decoration to constructed objects. Study of children's products.

Oral analysis by students of the teacher's plan as to content, distribution and use of material, and method of instruction. Observation of model lessons with children to illustrate phases of the subject, methods of instruction, responses by children, and methods of criticism. Writing plans of lessons observed and of similar lessons. Imitative teaching of children, according to the ability of the student.

Drawing and Fine Arts 2. Miss PEARSON.

First half of second year. Nineteen weeks; three periods weekly; outside preparation, occasional.

Aims: As described in the previous course.

Content: Color, — harmonies of color; interrelation of line, value, and intensity; complementary and analogous schemes of color in flower arrangement, dress, interior furnishings and decorations, exteriors; effects of light and shade and of backgrounds upon decorative effects.

Representation, — discrimination of shape and proportion in the appearance of objects, with particular attention to use of invisible edges, axes, and diagonals; appreciation of beauty of form; landscape composition; pictorial arrangement; figure drawing.

Design, — judgment of objects, decorations, and arrangements according to elements of rhythm, balance, spacing, and appropriateness; appreciation of beauty of design in decoration; adaptation of plant and animal forms and of abstract spots in problems of design.

Fine art, — enjoyment of the emotion of beauty and the play of imagination excited by fine art; cultivation of æsthetic judgment; acquaintance with fine art as found in schoolroom decorations, home furnishings, local architecture, reproductions of masterpieces.

Method (the ways specified in the previous course): Flower arrangement in dishes; choices for fitness of shape, color, and position. Collecting and arranging examples of good coloring, — pictures, dress goods, wall papers, hangings, and small decorations. Selecting, mounting, framing, and hanging of pictures.

Designing and decorating model interiors and exteriors. Application of principles of art to rooms in the training schools, dormitory, and homes of the students. Visits to homes, museums, and stores for study of art value and selling price.

Writing lesson plans of type forms of work. Practice teaching of projects most easy of introduction. Analysis of a course in drawing for elementary grades.

MUSIC

Music 1. Miss SEARLE.

First half of first year. Nineteen weeks; four periods weekly; outside preparation, fifteen minutes daily.

Aims: To hear and understand music. To sing by rote and by note. To observe the musical activities of children at different stages of development, and to make these the points of contact in instruction. To compare methods of teaching to read and to sing. To cultivate love and appreciation of good music and to understand its social power.

Content: What, why, and how children sing at the various stages of develop-

ment. Qualities of children's voices. Elements of music; their relative prominence in children's singing. Progression in rote singing. Progression in use of notation. Selection and arrangement of songs to meet special conditions. Recognition of musical forms. Acquaintance with fine music, prominent artists and composers. Influence of music on the community.

Method: Observation of children's singing. Testing ability to hear and reproduce musical elements. Discussion of adaptation of music to ability. Steps in teaching rote songs; notation. Use of singing books. Singing alone; in groups. Writing lesson plans. Comparison of various methods in vogue. Use of the phonograph.

Music 2. Miss SEARLE.

Chorus singing, — through two years; averages one period weekly.

Recital, — through two years; averages twenty minutes weekly.

Glee Club, — through two years; averages one and a half periods weekly; one annual concert.

EDUCATION

Education 1. Child study. Mrs. COUCH.

First year. Twenty-eight weeks; one period weekly; outside preparation, one period weekly.

Aim: To impress these standards of education: Children, not subjects, are of paramount importance. Development of children is the fundamental motive in education. Interdependence of body and mind is the occasion of great variation in the activities of every child. Interpretation of the appearance and activities of children is the basis of safe adaptation of instruction and control.

Content: Discovery of prominent instincts in individuals; of social tendencies of groups. Characteristics of the several phases of development of children. Temperaments. Effect of environment. Relative strength of the sensory activities. Prominent intellectual activities. Individual and class needs and modes of satisfying them. Arrested development, its cause, prevention, and cure.

Method: Observation while conducting some activity; while children are active under another teacher; while children are engaged in "seat work," or in free play, or in marching. Reports and discussions of experiences of students. Visitation of neighboring schools.

Education 2. Psychology. Mr. MURDOCK.

Second half of second year. Nineteen weeks; five periods weekly; outside preparation, five periods weekly.

Aims: To comprehend the biological fundamentals of education. To know and treat children as developing organisms, products of heredity and environment. To understand physical, mental, and moral education, each as a growing process with characteristic stages of development. To comprehend the dependence of mental processes upon brain functions. To discriminate the principles of education based on the development of children. To discern the present influence of these principles.

Content: The comparative study of animals and human beings.

Heredity, — its physical basis, and what can be inherited.

Instincts, — classes, appearance, transitoriousness, variability, modification.

Consciousness. Mind, — biological, human. Education as the adjustment of environment to development. Physical development and education. Mental development and education. Moral development and education.

Phases of development, — early childhood, later childhood, adolescence. Educational adjustments based on the development of children. Principles of education, — pedagogical, administrative.

Method: Recollection of personal experiences and of observations, reading; reports, comparisons, and discriminations of fundamentals. Daily illustrations from work observed in training and other schools; daily applications thereto. Conclusions in connection with each biological element as to the educational adjustment necessary. Consideration of changes in self and in society due to present-day application of biological principles of education. Discussion of ways and means of applying these principles of education in public schools first taught by graduates of the normal school.

Education 3. History of education. MR. ELDRIDGE.

Second half of second year. Nineteen weeks; one period weekly; outside preparation, one to two periods weekly.

Aims: To select those principles of education which teachers personally should apply in the instruction and control of children. To trace the development and application of these principles. To realize their importance because of their endurance through centuries of testing. To feel the responsibility of applying these principles and of judging results thereby.

Content: Analysis of personal experiences and of observed instruction to find the fundamental principles which direct successful teaching and wise control. Grouping of these principles according to child nature, environment, and subject. Tracing the origin, growth, and present-day importance of these principles. Comparing the permanent contributions of Comenius, Rousseau, Pestalozzi, Herbart, Fröbel, Spencer, Hall. Tracing the principles of administration to their formulation in the school laws and practices of to-day.

Method: Reports of personal experiences and observation of work at the training schools and elsewhere. Discussion to clarify the principles. Research to trace development of principles. Special presentations of the work of the great educators. Discussion of present-day problems.

Education 4. Management. MRS. COUCH.

Second year. Thirty-eight weeks; one period weekly; outside preparation, one period weekly.

Aims: To know the organization and conduct of a school as an independent unit and as a part of a school system. To know the laws, rules, and principles which control modes of procedure. To distinguish the optional elements which may prevail in the management of a class from the compulsory elements necessary to the welfare of the system. To judge how the system works to the advantage and disadvantage of pupils.

Content: Preparations for organizing a school new to the teacher. Steps in opening the new school. Formation of classes. Making a program.

Room arrangements for conduct of recitations. Provisions to secure orderly movements of pupils. School government, — rights and duties of teacher and pupils. Disorder, — what it is and its causes. Means of avoiding disorder.

Rules and regulations, — kinds, reasons therefor, by whom made, number. Punishment, — when and why necessary, kinds, principles underlying choice of kind and mode of infliction, effect produced.

Keeping of school records and care of school property. Relations to higher officers; to the parents and the community. Effect of teacher's personality, dress, manner, spirit.

Method: Recollection of early school habits. Observation at the training and other schools. Experiences in administration and instruction. Comparison of observations. Reading of stories of school life; of practical treatises. Conclusions and applications. Active administrative practice at the training school.

Education 5. Kindergarten theory and method. Mrs. GRAVES.

Second year. Thirty-eight weeks; three periods weekly; outside preparation, three periods weekly.

This is a special course for preparing students to teach in primary grades. Students are admitted to this course on the basis of adaptability to younger children as evidenced in the practice teaching of the first year. Ability to sing and to play some musical instrument is a prominent qualification. Students who desire to take this course will have special opportunities to observe in younger grades during the first year.

Aims: To interpret the activities of children individually. To distinguish the effects of various environments on young children. To realize the complete dependence of younger children on the environment of home, neighborhood, and school. To quicken sympathetic understanding, to increase versatility in adaptation, to improve foresight in planning kind and sequence of work.

Content: Instinctive activities predominant in early childhood. Comparative development of spontaneity and inhibition.

Play, — function, kinds, selection and adaptation to maturity; Fröbel's plays as related to primary pupils.

Games, — distinction from play in general, function, kinds, adaptation to maturity of children and to school environment; comparative study of plays and games of children of different races and nations.

Symbolism, — ideas which children symbolize, natural and conventional symbols, progressive in use of conventional symbols; effective of prevention of symbolic play.

Comparison of Fröbel's gifts, Montessori apparatus, and corresponding material available in the immediate environment. Function of fairy stories, myths, and legends.

Similarity and continuity of characteristics of children in kindergarten and primary grades; variation in predominant characteristics from grade to grade.

Method: Special observation and instruction of children. Reading and reports thereon. Discussions and conclusions as to pertinence of biological principles in the education of young children, danger of stereotyped methods, variety in equipment. Planning of lessons to cultivate the instinctive tendencies of children, to meet seasonal changes of nature, to make the best uses of the immediate environment. Practice teaching in kindergarten and primary grades.

Education 6. Practice Teaching 1.

First half of first year. Nineteen weeks, including assignments to four or more rooms; four periods weekly; outside preparation, four periods weekly.

Aims: To get acquainted with children of varying degrees of maturity, of different social environments, and of several nationalities. To interpret the activities of children for purposes of instruction and control. To understand the adaptation of instruction to the needs of pupils. To get experience with which to understand the instruction given by normal school teachers.

Content: Activities recalled from experiences of childhood and approved for practice. Activities of the regular teacher which can be correctly imitated. Conversations, dramatizing, story telling, singing, pronouncing, dictation, making change, etc. Use of materials, — objects, pictures, puzzles, sand, clay, blocks, etc.

Method: Observation in particular of the individual or group assigned, in general of the whole class, while they are at work with the regular or a student teacher. Observation of the teacher's personality, dress, attitude toward pupils, mode of instruction and administration. Assisting in distribution and collection of material, care of desk, blackboard, closets, cloak room, etc.

Observation of children at work with "seat material," to find their peculiar modes of operation and the reasons therefor. Instruction when appropriate. Analysis of children's products, correction of papers, preparation of teaching material.

Teaching and playing games, dances, gymnastics, indoors and outdoors. Imitative instruction of pupils assigned for special aid, individuals or groups in any convenient place. Control of pupils at time of entering or leaving.

Oral and written reports to and conferences with the regular teacher.

Education 7. Practice Teaching 2.

Second half of first year. Nineteen weeks, including assignments to four or more rooms; four periods weekly; outside preparation, four periods weekly.

Aims (as for Practice Teaching 1); To know more children along familiar lines of work. To know more activities of familiar pupils. To feel confident and easy when conducting familiar work with larger groups and whole classes. To perceive and report the plans evident in lessons taught by the regular teacher. To imitate such lessons in plan and practice, and to modify such lessons when sufficient skill is attained. To observe and participate in administration in order to measure its value and difficulty.

Content (exercises described for Practice Teaching 1): Collection of data for instruction from the speech, script, drawings, and products of pupils. Drills for accuracy and speed derived from arithmetic, geography, elementary language, grammar. Imitative instruction in practical arts, gymnastics, study of pictures, reading, spelling, etc.

Method (modes of work described for Practice Teaching 1): Practice of writing and drawing on the blackboard. Preparation of illustrative teaching material. Assisting in the conduct of exercises on special occasions. Management of pupils at recesses. Drills and imitative instruction. Teaching of backward pupils. Participation in opening exercises.

Education 8. Practice Teaching 3.

First half of second year. Six weeks; one or two assignments; eighteen periods weekly; outside preparation, eighteen periods weekly.

Aims (as for Practice Teaching 1 and 2): To know the movement of a school throughout a session. To discover the intellectual types and prevailing interests. To observe the adaptations made to meet the different abilities of pupils. To hold the attention of pupils not spontaneously interested. To observe and to account for the teacher's mode of dealing with misdemeanors.

Content (exercises described for Practice Teaching 1 and 2): Instruction in subjects requiring a continuous development of thought. Assignment of lessons and devising of various appropriate modes of recitation. Conduct of related drills and examinations. Art of questioning.

Method (modes described for Practice Teaching 1 and 2): Responsible instruction of a section or of the whole school, according to ability of the student teacher. Responsible administration, — filing, care of clothing, sinks, furniture, blackboards; books and supplies. Visitation of other schools. Substituting in schools of the vicinity.

Education 9. Practice Teaching 4.

Second half of second year. Six weeks; eighteen periods weekly; outside preparation, eighteen periods weekly; one or two assignments, according to the choice or evident need of the student.

Aims (as for Practice Teaching 1, 2, and 3): To conduct a school as if a paid assistant. To discover causes of inattention and misdemeanors and to adapt means of prevention. To relate punishment to offence. To measure progress of individual pupils.

Content (exercises as described for Practice Teaching 1, 2, and 3): Instruction in subjects requiring logical and causal thinking. Grouping of pupils according to similarity of intellectual abilities; of social interests. Conduct of group work along advanced or applied lines. Investigation of home occupation, amusement, reading, and study. Problems of delinquency. School records.

Method (modes described for Practice Teaching 1, 2, and 3): Responsible teaching and administration, according to abilities of student teachers. Particular modes of strengthening weak efforts of the student teacher. Keeping of daily attendance records and making of monthly report. Making inventories of school property. Participation in all school events connecting home and community. Visitation of other schools. Substituting in the vicinity.

SHORT WINTER COURSES

Teachers desirous of spending their winter vacations at the school are cordially invited to come at any time. Observation work, study of elected subjects, participation in regular and special courses, and preparation of teaching material are offered in all departments of the normal and training schools. There is afforded every facility for study, the work being

adapted to the wishes and capabilities of applicants in so far as the permanent needs of the school permit. No summer session is held. During March a separate class for vacation students is conducted in the following subjects: —

Arithmetic, — every-day activities which require the use of number. What and how children learn naturally about number out of school and what to do in school. How to study a store and how to conduct a store in the schoolroom. How to use home, store, and farm accounts. Practical exercises in measuring length, area, volume, weight, capacity, value. What fractions are used in ordinary daily business and how. Business practices in percentage. Agricultural arithmetic.

Natural steps in all arithmetical solutions. How to think, diagram, explain, and figure problems. Business modes of securing accuracy and speed.

Form, — how to use objects of all kinds in teaching form. How form underlies all number, all drawing, all construction. How to teach use of ruler, card, and compasses. Easy mechanical drawing for all grades, and its connection with arithmetic and construction work.

Drawing, — free-hand pencil and brush work lessons in form, color, and design as related to construction and home decoration.

Story telling, — how children tell and learn to tell stories before coming to school. How to continue with younger grades. How to use a book in learning to tell a story. Importance of story telling to reading, literature, history, and geography.

Reading, — how children learn to talk, act, converse, dramatize before coming to school. The purposes of silent and oral reading. What is meant by the thought, sentence, action, word, phonetic, story, and methods. How to teach the rhyme method and the progressive story method. Prevailing defects and their prevention in the reading of grammar pupils.

Story and letter writing, — how to secure free writing, sentence making, paragraphing, and punctuation.

Literature, — its value and place in primary grades; in grammar grades. Methods of teaching.

Grammar, — what and how children learn naturally. How analysis of sentences is easy and leads to appreciation of literature. How the study of the parts of speech can lead to correct expression.

Spelling, — written and oral, importance of each. How to secure interest, accuracy, and speed.

Plant study, — growth of bulbs, green wood cuttings (slips), seeds, and preparation for gardening.

Geography, — relation of outdoor work to study of pictures, sand models, and maps. Continents, with special attention to ways of using textbooks. Nations, with application to commercial geography.

History, — how to celebrate great days. How to use hero stories. United States history.

Emergency practice, — adapted to experiences of children.

Hygiene, — how to make it lifelike and profitable.

Children's games, — indoors and on the playground.

Seat work, — kinds and uses appropriate to the several primary grades.

Industrial work, — special opportunities have been arranged for instruction and practice in the forms of work feasible in district schools.

Child study, — phases of life and their relation to teaching.

Lesson plans, — value and use.

Programs, — the variety and distribution of subjects taught in district schools will be thoroughly discussed and programs made.

For expenses, see page 51.

CORRESPONDENCE COURSES

The *purpose* of these courses is to aid teachers —

Who have had no professional training at a normal school.

Who have taken short winter or summer courses.

Who have taken special courses.

Who have not been able to complete regular diploma courses.

Who are graduates of normal schools but who wish special

aid in organizing the practical arts ("industrial work," "seat work," "occupation work," etc.), or who wish to study certain subjects more extensively or to prepare to teach new subjects.

The *co-operation of the superintendent* is of vital importance. With his approval and aid the correspondence lessons can be put into daily practice. Copies of lessons and directions to corresponding students are sent to the superintendent. In short, it is preferred that the superintendent should be the active agent of the normal school in conducting these courses.

The *conditions of admission* to correspondence courses are —

The applicant may be any teacher in active service or who plans to return to active service.

The applicant may be a person who has entered a Massachusetts normal school by certificate or examinations or both, or who is unable to remain for resident study.

A testimonial of good character and of fitness for the work must be presented from the superintendent or other competent judge.

The registration paper and testimonials must be acceptable to the principal of the normal school.

The normal school reserves the right to discontinue the work of any student for reason of poor or irregular work, nonpayment of incidental expenses, nonsuccess in actual school work, or of character.

The *courses given* are limited to those subjects or parts of subjects which can be pursued satisfactorily by correspondence. Subjects or parts of subjects which require the use of a laboratory or the personal presence of the instructor are not undertaken. The choice of subjects depends on the scholarship of the applicant and the opportunity to put the subjects and methods into practice.

The *scope of each course* is as follows: —

Investigation: —

Experiences of the pupils

Content and divisions of the subject

Value of the subject to the learner

Relation of the subject to other subjects

Natural mode of learning the subject

Organization: —

- Distinguishing essentials
- Condensing thought into topics
- Adapting the subject to the —
 - Experiences and interests of the learner
 - Aim of the teacher
 - Limitations of the program, etc.
- Expression in appropriate manner
 - Construction
 - Drawing
 - Speech
 - Script

Extension of scholarship, to —

- Get wider and more accurate knowledge
- Appreciate interrelations of parts of the subject
- Value the subject in relation to other subjects
- Discriminate leading facts more wisely
- Meet emergencies, be resourceful
- Express in forms adapted to the pupil and the subject

Preparation of lesson plans for —

- Teaching new lessons
- Conducting recitations
- Promoting individual and group work
- Drilling
- Examining
- Each plan includes —
 - Purpose of the teacher
 - Selection of the project, object, or subject
 - Arrangement of topics and order of procedure
 - Preparation of material to be used
 - Method of conducting the work

Teaching under observation

The phases of each subject to be taken will be adapted to the previous training of the corresponding teacher and to the immediate needs of her individual school.

The *method of work* is —

Co-operation with the superintendent.

Choice of subjects to be determined in part by the present scholarship of the candidate, but more largely by the opportunity for practice and the availability of material.

Study of subject and method in accordance with outlines and lesson plans prepared by normal school instructors. Submission

of recitation papers, one lesson at a time to the instructor, who will correct and return the same at his early convenience.

Practice of the manner and method of corrected lessons on the teacher's own pupils. In case the method is not approved by the superintendent for habitual use, the student must give satisfactory evidence of understanding the methods, both of the superintendent and the normal school instructor. The first purpose is to teach to understand and discriminate the excellences and defects of the method which is in use, then to advocate the definite practice of a safe and sound method.

Written examinations, testing knowledge of facts and of methods, must be passed in all subjects studied, either at the normal school or under outside supervision approved by the normal school.

The assistance of the superintendent is expected in encouraging the study and practice by the teacher. The superintendent, on request, sends to the normal school instructor a written judgment of the teacher's progress in teaching, and his recommendation as to changes in the work or as to the credit to be allowed.

Visits are made by the instructor from the normal school to the classrooms of the corresponding teachers to observe the work and give personal aid, if distance and expense permit.

Credit for work accomplished is given as follows: —

A certificate is given for the satisfactory completion of each course, which credit counts for full value toward a diploma.

All credits gained by correspondence work are added to those gained by resident work at the normal school.

One year of resident work at the normal school is required to complete the course of study prescribed by the Board of Education.

A diploma is granted to a student who completes satisfactorily all the subjects of the course, in part by correspondence, in part by one year of resident work.

The *books* necessary for each course are designated in each series of lessons. Correspondence students are advised to buy certain books which have been proved of permanent value. The normal school loans books to accredited students on re-

ceiving an advance deposit varying from 50 cents to \$1 for each book loaned. The money placed on deposit is repaid immediately on receipt of the books loaned.

The *lesson plans and topics* if in print are bought by the students. They are free if in the instructor's script. Payment is made in advance for the lesson plans or topics.

No *registration or tuition fee* is charged any legal resident of Massachusetts. The usual times of expense are printed notes, paper, postage, and books.

LOCATION

North Adams is distinctly picturesque. The elevations that surround the city are among the most attractive of the Berkshire Hills. On the north side are rounded domes of the Green Mountains, on the east the abrupt wall of Hoosac Mountain overhangs the city, while on the southwest border rise the outlines of massive Greylock, the highest peak in Massachusetts. On the westerly slope of an eminence rising several hundred feet above the river are situated the school buildings.

The city is easily reached from the east and west by the Boston & Maine Railroad, from the south by the Boston & Albany Railroad. Electric cars connect the city with Williamstown and other towns to the west, with Adams and other towns southward through Berkshire County.

BUILDINGS

The school building, the dormitory, and the principal's house in exterior are of yellow brick and white marble, with metal roofs. The school building, in Italian style, is one hundred and fifty-two feet long, eighty-four feet deep, and three stories and basement in height. It is of slow-burning construction, the floor timbering and roof being carried with steel beams and trusses. The arrangement of stairways, which are iron, gives easy and safe egress.

In the basement are the boiler, engine, fuel, heating, and repair rooms, rooms for woodwork, printing, basketry, and

chair seating, and a photographic dark room; in the first story, lunch, cloak, coat and toilet rooms, and four natural science laboratories; in the second story, the assembly hall, offices, libraries, and classrooms for language, mathematics, and music; and in the third story, the physical and chemical laboratories; the kitchen, dining room, chamber, and sewing room; the kindergarten and art rooms.

EQUIPMENT

The four natural science laboratories are arranged in sequence, and by means of specimens and models in wall cases is displayed the progression of mineral, plant, and animal life to its development in man. Banks of drawers are provided for type collections and table drawers for working collections and tools. In the instructors' laboratories are reserve specimens, models, pictures, charts, and diagrams. All the science laboratories are well equipped for individual experimentation.

The household arts equipment includes a kitchen, dining room, chamber, laundry and sewing room in the school building and all the appointments in the dormitory.

The gardens contain a little more than three acres, and are devoted to school gardening, agriculture, and horticulture. The greenhouse measures 25 by 36 feet, the tool house 42 by 16 feet.

The practical arts equipment includes also four wood and metal working rooms; a shoe repairing equipment; a room furnished for working with paper, cardboard, reed, raffia, leather, clay, and for chair seating; a printing room.

The forge shop, 32 by 60 feet, is equipped with eighteen forges and benches.

The mathematical department is supplied with collections of commercial and conventional objects for individual use and class observation in the study of geometry and arithmetic, in their appropriate development through all grades, including those of the high school.

The historical and literary departments are supplied with several hundred classified pictures and numerous charts.

The art departments are equipped with adjustable tables,

models, type and ornamental forms, pictures, drawings, casts, and textiles illustrative of the phases of modern art teaching.

The musical equipment includes a gramophone, with three hundred selections, and four pianos.

The library has been selected with especial reference to the needs of teachers. Department libraries are proportionately represented. Magazines and pamphlets for general culture and departmental study are numerous. The pamphlet division already includes several thousand copies.

A radiopticon, a kinoscope, and an electric projecting lantern, with numerous cards, films, and slides, have been provided. These are used in the various schools, and supplement the work in geography, science, literature, and art.

The gymnasium is located in the dormitory, and is well equipped with apparatus, shower baths, and lockers. Lawn areas are used for basket ball, baseball, tennis, lawn bowls, volley ball, archery, croquet, and similar games.

TRAINING SCHOOLS

Mark Hopkins School, North Adams

On a lot adjacent to the normal school lot is a brick building, containing twenty classrooms, an assembly hall, two large basements, playrooms, a woodworking room for the kindergarten and primary grades, the motor and boiler rooms. In an annex is the gymnasium, 40 by 72 feet, supplied with apparatus sufficient for the accommodation of classes of forty pupils each. All grades are represented, beginning with the kindergarten and extending through nine years of primary and grammar work to the high school. There are eighteen rooms, in each of which is a regular teacher in charge of a class not exceeding forty pupils. The principal is free for the direct observation and instruction of the normal students.

Briggsville School, Clarksburg

This training school is located in a typical mill village about three miles from the normal school, and is reached easily by electric cars. The building is modern, roomy, and

heated by furnaces. The grounds are scanty. Each of the two rooms accommodates forty pupils, classed in four grades. The educational problems are distinctly those of a country mill village.

Bishop School, Clarksburg

This new training school is situated about one mile beyond the Briggsville School. It is a typical rural school, occupying one room. The pupils number about twenty and are in six grades.

Broad Brook School, Williamstown

The Broad Brook School is located in a farming district and is definitely a rural school, with the usual social problems pertaining thereto. The building is without modern conveniences, but the yard is roomy and the views magnificent. In each of the two rooms is a school of twenty-five pupils, the oldest grade being the sixth. The school is about five miles from the normal school and is reached by electric cars.

These four training schools afford unusual opportunities for the study of children and the practice of teaching. Students begin their work in this department immediately after their admission, and continue it regularly throughout the course. The rapidity of progress of the training school work depends on the ability and previous experience of the student. Definite oral instruction and printed schedules guide the observation of children individually, in groups, in classes, and the observation of teaching and control.

TACONIC HALL

The material of the dormitory is yellow brick and white marble, thus carrying out the color scheme. The building is 156 feet along and 100 feet wide, the courtyard being about 58 by 70 feet. On account of the slope of the land the basement floor is at grade with the courtyard, thus securing dry and light living rooms and making the wings as seen from the courtyard three stories high. The balcony over the east porch

is available for persons living on the third floor, and the two west balconies accommodate those living on the first and second floors. Two guest rooms with adjoining bathrooms are provided for parents and friends. Two hospital rooms, with suitable furniture and intervening bathroom, are on the third floor, and are connected by telephone with the matron's room.

The building is heated by steam and lighted by electricity. Special fire-alarm bells, outside iron stairways, inside fire apparatus, and frequent fire drills afford excellent protection.

Unusual facilities are provided for cultivating homelike, social life. The spacious area at the intersection of the first-floor corridors, the east piazza, and west balcony afford delightful opportunities for gathering and conversation. On the same floor are the social room, the reading room, the music room, and the large assembly room, all these rooms being used freely by students. The gymnasium is in the basement, convenient for day or evening play. Four pianos are available for practice.

A subway connects the dormitory with the school building, affording easy access to the gymnasium and protection during inclement weather.

The students' rooms are, for the most part, on the second and third floors. Two students occupy one room. Each room is supplied with chairs, study table, bookcase, bureau, commode, screen, two couches (three feet wide), mattresses, pillows, coverlets, and rugs. Each boarder brings bedding, towels, napkins, napkin ring, and two clothes bags.

All articles sent to the laundry must be distinctly and indelibly marked with the owner's name in full. Trunks also must be marked so as to be easily identified.

Rooms are assigned to entering students according to priority of application, preference being given to residents of Massachusetts.

EXPENSES

Tuition. — To residents of Massachusetts declaring their intention to teach in the public schools of the Commonwealth tuition is free; but residents of other States and countries, and residents of Massachusetts intending to teach in other States or in private schools, may be admitted to other normal

schools than the Normal Art School upon the payment of tuition at the rate of \$50 per year, and such students may be admitted to the Normal Art School upon paying tuition at the rate of \$100 per year, provided that the admission of such students does not exclude or inconvenience residents of Massachusetts intending to teach in the public schools of the Commonwealth.

Textbooks and supplies are free as in the public schools.

State aid to pupils in the normal schools shall be distributed to the several schools according to the number of applicants.

It shall be granted to such persons as, in the judgment of the principals of the several schools, with the approval of the Commissioner of Education, are most deserving of such aid; but the selection of the recipients shall be made from such pupils as have previously attended at least one-half year of the school.

In this distribution of State aid the pupils who live in towns where normal schools are situated shall not be considered as entitled to any portion thereof.

Board. — The regulations of the Board of Education require that the boarders shall pay the current expenses, which include table board, heating in part, laundry, and service. The price of board in each of the boarding halls connected with the normal schools of the State is \$180 for the school year, payable in advance, in four payments, one every ten weeks, beginning with the opening of school in September.

The object of this payment in advance is to secure the purchase of supplies at wholesale cash prices, thereby lessening the cost of supplies and saving to each boarder much more than the interest of the money advanced.

When pupils leave the school before the expiration of a term, money paid in advance will be refunded pro rata. No deduction is made for absence from the hall of less than one week.

If there are vacant rooms those who wish to room alone may do so on payment of the additional charge of \$20 per year.

Employment. — Capable and reliable students can reduce their expenses by assisting in the household work; for example, by waiting on table, washing silver and glass, etc. Efficiency,

need, and priority of application control the appointments. The amounts thus earned vary from \$0.75 to \$1.50 per week.

Short Courses. — To short-course students living two in a room the cost is \$5 per week (six or seven days), including bedclothing, towels, napkins, and laundry. The cost to students living one in a room is \$5.50 per week. Rates for five days or less are a little higher. Tuition is free. Textbooks are loaned to students. The cost for stationery and industrial material is small.

STUDENTS

Senior Class

ELEMENTARY DEPARTMENT

Emma Mary Barrett	Adams
Lucy Lillian Blood	Stamford, Vt.
Catherine Beatrice Brace	South Lee
Esther Elizabeth Brown	Adams
Gladys Roxana Brown	Prescott
Catherine Louise Carney	Greenfield
Sarah Josephine Carolan	Pittsfield
Anna Elizabeth Casey	Lenox
Sarah Esther Clark	Colrain
Maud May Coons	Williamstown
Marie Elizabeth Corcoran	Stockbridge
Anastatia Catherine Crowther	Fall River
Cecilia Marie Doherty	North Adams
Frances Agnes Doherty	North Adams
Anastacia Helen Donovan	Williamstown
Anna Teresa Driscoll	Windsor
Helen Agnes Dunfrey	Williamstown
Katherine Eulalia Flynn	North Adams
Ethel May Garland	Greenfield
Esther Mary Geer	Hinsdale
Doris Isabelle Gould	North Adams
Margaret Lucie Halloran	Northampton
Mora Pauline Haskins	North Adams
Rose Frances Hickey	Lenox
Helen Mary Hoag	Pittsfield
Hazel Marion Hunt	Pittsfield
Ruth Magdalen Joyce	Pittsfield
Rose Rebecca Kells	Greenfield
Frances Wood Kinne	Great Barrington
Ella Levenson	Holyoke
Alice Elizabeth MacArthur	Pittsfield

Margaret Mary Mack	North Adams
Mary Elizabeth Macksey	North Adams
Mary Elizabeth MacLaren	Adams
Nellie Eliza Mann	Wilmington, Vt.
Lillian Anita Morier	Adams
Marie Florence Nash	Cheshire
Roxie Ada Newcomb	Deerfield
Agnes Louise O'Neill	Pittsfield
Lena Bardwell Otis	Pittsfield
Flossie Adele Pearson	Holyoke
Anna Maree Pritchard	Manchester, N.H.
Anna Cecelia Reimann	Peru
Ethel Chase Robinson	Reading
Emma Rudnick	Williamstown
Margaret Catherine Sheehan	North Adams
Harriet Susan Smith	Great Barrington
Alettha Halsted Stiles	Great Barrington
Loretta Louise Troy	West Stockbridge
Marion Elizabeth Waite	Pittsfield
Mabel Josephine Weekes	Brooklyn, N. Y.
Lillie Marjorie Wehinger	North Adams
Helen Lees Wells	Charlemont
Mary Lucinda Wheeler	Williamstown
Gertrude May Wolfe	Stockbridge

HOUSEHOLD ARTS

Almira Louise Blanchard	North Adams
Florence Elizabeth Brown	Shelburne
Virginia Burges	Petersham
Margaret Heeks Buzzell	North Adams
Helen Gertrude Carswell	North Adams
Theresa Conlon	North Adams
Mildred Ethel Crews	North Adams
Alice Genevieve Dunn	Pownal, Vt.
Agnes Gertrude Durnin	North Adams
Grace Margaret Henchey	North Adams
Annie Elizabeth Hilton	Great Barrington
Eleanor Gladys Hohner	Greenfield
Florence Marion Hoyt	Cheshire
Agnes Frances Keefe	South Shaftsbury, Vt.
Olive Katherine Lewis	North Adams

Dorothy Allaire Lynch	Hatfield
Dorothy Helen Morris	Pittsfield
Hazel Anna Nichols	Williamstown
Madeline Vesta Robbins	Pittsfield
Candida Veronica Tadiello	North Adams
Margaret Johnson Warren	North Adams
Faye Olive Wells	Pittsfield

KINDERGARTEN PRIMARY

Lyle Bertha Chandler	Amherst
Anna Fallon	Williamstown
Marion Irene Haight	Pittsfield
Matilda Ida Hettinger	Rosindale
Estelle Marie Jerou	Williamstown
Isabel Larkin	North Adams
Agnes Lashway	North Adams
Elizabeth Frances Mulcare	North Adams
Helen Ballard Reed	Dalton
Ethel Hill Sackett	Westfield
Elizabeth Alice Sheehan	Easthampton
Daisy May Turner	Charlemont

Junior Class

ELEMENTARY DEPARTMENT

Mabel Ellen Allsop	Williamstown
Minne Bailey	Williamstown
Marion Frances Barnes	Stow
Irene Francese Betters	Leominster
Alberta May Bicknell	Charlemont
Emily Upton Bissell	Wilmington, Vt.
Christine Eliza Brown	North Adams
Leona Elizabeth Burgner	Dalton
Mary Elizabeth Canavan	Dalton
Grace Cecilia Carswell	North Adams
Frances Veronica Casey	Lenox
Ethel Grace Colby	Pittsfield
Mary Agnes Connors	Pittsfield
Mary Irene Connors	Adams
Madeleine Agnes Courtney	Cheshire
Catherine Ruth Cullen	Pittsfield

Hazel Arlene Denison	Leyden
Anne Kate Dooley	Northampton
Rose Eleanor Marie Esler	Pittsfield
Gertrude Florence Fahey	Pittsfield
Grace Foster	Stamford, Vt.
Addie May Golledge	Pownal, Vt.
Marion Gray	North Adams
Gladys Nancy Greenwood	Adams
Amy Frances Hardy	Shelburne
Edna Blanche Harmon	Great Barrington
Constance Howard Harrington	Pittsfield
Mildred Esther Hemenway	Pittsfield
Theresa Margaret Hennessey	Waterbury, Conn.
Cora Mildred Hoyt	Cheshire
Margaret Warren Hyde	North Adams
Rosalie Christina Jordan	North Adams
Lempie Maria Kallio	Middlefield
Irene Catherine Kearns	North Adams
Marguerite Veronica Kenney	Franklin
Josephine Bradshaw Kerr	North Adams
Florence Elizabeth Kilburn	Concord, N. H.
Helen Gertrude Larkin	Great Barrington
Julia Rose Lawless	Florence
Mabel Charlotte Lilly	Ashfield
Mildred Clymena Mason	Conway
Ruth Dean Mason	Pownal, Vt.
Helen Elizabeth McGraw	Pittsfield
Helen Agnes Meagher	Lenox
Jane Annetta Montgomery	North Adams
Alice Elizabeth Moore	Easthampton
Mary Ellen Mullaney	Lenox
Marion Ellen Mulville	Norfolk, Conn.
Louise Winifred Noetzel	North Adams
Emma Irene Northup	North Adams
Edith Elizabeth Phillips	North Adams
Edna Jacqueline Potter	Great Barrington
Alice Gwendolyn Purnell	Pittsfield
Emma May Rice	Charlemont
Calista Corsanda Roberts	Jacksonville, Vt.
Georgia Anastacia Robinson	South Shaftsbury, Vt.
Louise Richardson Sandy	Holyoke
Alice Gertrude Searle	Easthampton

Annie Seddon	North Adams
Nora Agnes Shea	Dalton
Margaret Eleanor Shean	Dalton
Julia Beatrice Spitzer	North Adams
Ruth McKinley Spooner	Williamstown
Marvis Rena Strail	Blackinton
Ruth Brown Tinney	North Adams
Katherine Agnes Toolan	North Adams
Harriet Veritta Treadwell	North Adams
Gertrude Sylvia Wheeler	Readsboro, Vt.

Short Residence Courses

Rachel Mary Boyle	Gill
Marion Viola Chilson	Cummington
Evangeline Mae Coolidge	Orange
Catherine Fox	Sandisfield
Jeannette Winifred Hicks	Charlemont
Helen Ober	Orange
Amelia Drake Reed	Cummington
Evelyn Augusta Roraback	Sheffield
Pauline Roy	Pittsfield
Dorothy Eldridge Skelton	Worthington
Rubie May Willey	Dalton
Blanche Wilson	Charlemont

Correspondence Courses

Flora Amede	Washington
Bessie Amidon	South Shaftsbury, Vt.
Florence M. Baker	Greenfield
Mrs. M. E. Bamforth	Blackstone
Eva Bateman	Kinston, N. C.
Edith E. F. Baxter	Orange
Annie E. Bibber	Cambridge
Eleanor P. Bird	Norfolk, Conn.
Julia A. Boland	South Natick
Marie E. Boland	South Natick
Hattie Bolton	Northfield
Sadie L. Boyce	Randolph Center, Vt.
Rachel L. Bridgman	Blandford
Ruth L. Brocklebank	Erving

Edith E. Brown	Granville
John B. Cameron	Lawrence
Vilora Carter	Hillsboro
Susan Casey	Natick
Mrs. Ruth Chamberlain	Hinsdale
Mrs. Roy Clark	Pittsfield
Mary T. Cleary	North Harwich
Alice M. Cook	Charlemont
Evangeline Coolidge	Amherst
Mabel F. Cressy	Beverly
Theresa Cummings	Merrick
Annie M. Cupples	Natick
Vina M. Dairs	Brattleboro, Vt.
Elizabeth V. Donahoe	Natick
Helen E. Dunnell	Huntington
Annie S. Fenner	Raleigh, N. C.
Nellie A. Finn	Natick
Laura M. Flanders	Leyden
Mary E. Folsom	Hopedale
Harriet S. French	Lexington
Freda S. Goodell	Westport
Carolyn C. Grace	Harwich
May B. Harrington	Otis
Isabelle R. Heinlein	Natick
Ruth V. Hemenway	Williamsburg
Sarah L. Henchey	Somerset
Jeanette W. Hicks	Charlemont
Harriet J. Hodgkins	Lancaster
Ellen A. Hogan	Natick
Florence B. Holt	Andover
Mabelle Howes	Shelburne Falls
Jessie Howland	Taunton
Ruth E. Howland	Taunton
Mary E. Hoyt	Heath
Mary A. Hughes	Merrimac
Mildred E. Hutchinson	Lancaster
H. Louise Johnson	Greenfield
Mary T. Jones	Rowe
Cornelia M. Kast	Leeds
Pearl I. Keeler	Pittsfield
Helen F. Kennedy	Holyoke
May O. Kingsbury	Shelburne

Nellie Krafft	Williamstown
Olga K. Lawrence	Royalston
Helen F. Lewis	Erving
Jane P. Lowell	Newburyport
Blanche E. Lyons	Hopedale
Myrtle L. Markham	Natick
John I. May	West Cummington
May E. McLaughlin	Millers Falls
Alice A. Meade	South Sandisfield
Susie W. Merritt	Hyannis
Lulu A. Mitchell	Monson
Ruth Morgan	Cheshire
Jean Murray	Plymouth
Alma S. Nelson	Leyden
Elizabeth S. Newman	Turners Falls
Minnie A. Nichols	Ludlow
Edith M. Northrop	Huntington
Eva G. Oakes	Cambridge
Delia G. O'Connor	Spencer
Florence C. Page	Littleton
Grace W. Phelps	Gardner
Anna C. Reimann	Peru
Emma M. Rice	Charlemont
Ethel C. Robinson	Reading
Mary Robinson	West Hawley
Marion G. Rogers	Shutesbury
Arthur S. Rollins	Lancaster
Lillian M. Rush	Orange
Elizabeth Savage	Rowe
Katherine A. Schneider	Gilbertville
Estella M. Sheon	Athol
Hannah H. Sleeper	Everett
May D. Sleeper	North Chelmsford
Edna G. Smith	West Newbury
Nellie H. Smith	Gilbertville, N. H.
Pearl L. Soule	Tyringham
Nettie L. Stone	Becket
Helen L. Sweet	Greenfield
Hetty E. Taber	Huntington
Bessie Temple	Ashfield
Vincie Temple	Hinsdale
Georgia Wathen	Somerville

Lena A. West	Randolph, Vt.
Ina K. Wetzel	Peru
Rubie M. Willey	Hawley
Cassie V. Witter	Otis

Summary

Elementary department (senior and junior)	123
Household arts	22
Kindergarten primary	12
Short residence courses	12
Correspondence courses	102
Total	271
Counted twice	4
	267

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NORTH ADAMS NORMAL SCHOOL

1918

Catalog and Circular

1917-18

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STATE NORMAL SCHOOL

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NORTH ADAMS, MASS.

Established June, 1894

CIRCULAR AND CATALOG

For the Year ending June 30, 1918



BOSTON

WRIGHT & POTTER PRINTING CO., STATE PRINTERS

32 DERNE STREET

1918

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APPROVED BY THE
SUPERVISOR OF ADMINISTRATION

STATE BOARD OF EDUCATION

1918

Term expires
May 1

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Elementary and High Schools

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University Extension

JAMES A. MOYER . . . *Director*

¹ On leave of absence with Emergency Fleet Corporation of United States Shipping Board.

AGENTS

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CHARLES W. HOBBS	.	.	.	<i>Editor and Supervisor of Instruction</i>
ROBERT H. SPAHR	.	.	.	<i>Extension Classes</i>

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WALTER I. HAMILTON ²	.	.	.	<i>Research</i>
JAMES F. HOPKINS	.	.	.	<i>Director, Art Education</i>
GEORGE H. VARNEY	.	.	.	<i>Chief Clerk</i>

¹ On leave of absence with Chester, Pa., Shipbuilding Company.

² On leave of absence with Federal Board for Vocational Education.

FACULTY

FRANK F. MURDOCK, PRINCIPAL

FRANK F. MURDOCK	Psychology, pedagogy
ROY L. SMITH	Geography, history, science, gardening
ALBERT G. ELDRIDGE	English, history of education
THOMAS F. CUMMINGS	Wood and iron work
MARY A. PEARSON	Drawing and fine arts, handicraft
ROSA E. SEARLE	Geometry, arithmetic, music
ANNIE C. SKEELE	Physical education
MARY L. BARIGHT	English language, literature
DONNA D. COUCH	Child study, school management
ELIZA G. GRAVES	Kindergarten theory and method
EDNA E. VARRELL	Sanitation, cooking, sewing
ANNA J. LAMPHIER	Handicraft, printing
HANNAH P. WATERMAN	Correspondence courses and rural training schools

Mark Hopkins Training School

DONNA D. COUCH	Principal
ALICE M. CARD	Eighth grade
MILDRED E. CREWS	Eighth grade
AGNES C. MURPHY	Seventh grade
MARION H. KETCHUM	Seventh grade
IDELLA HASKINS	Sixth grade
MARGARET M. McCORMACK	Sixth grade
FRANCES A. DURNIN	Fifth grade
EMILY D. STACY	Fifth grade
FREELOVE CLARKE	Fourth grade
AGNES E. WALKER	Fourth grade
SUSAN G. LOMBARD	Third grade
ANNA A. FOLEY	Third grade
EMMA H. TINGUE	Second grade
RUTH D. SHELDON	Second grade
LUCIE M. WARE	First grade
MAE E. MCGOWAN	First grade
ELIZA G. GRAVES	Principal, kindergarten
BEATRICE D. DONOVAN	Assistant, kindergarten

Briggsville Rural Training School

MARGARET A. GALLON	Grammar department
RUTH A. LYMAN	Primary department

Broad Brook Rural Training School

NELLIE G. HUNTOON	Grammar department
EDITH M. LACEY	Primary department

Bishop Rural Training School

NELLA H. COLE	Training teacher
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CALENDAR

1918

Graduation

Tuesday, June 25, 2 P.M.

Entrance Examinations

Thursday and Friday, June 20 and 21, at 8.30 A.M.

Monday and Tuesday, September 9 and 10, at 8.30 A.M.

School Year Begins

Training schools, Tuesday, September 3

Normal school, Wednesday, September 11

Thanksgiving Recess

Normal school, Tuesday night, November 26, to Monday night, December 2

Training schools, Wednesday noon, November 27, to Sunday night, December 1

Christmas Recess

Normal school, Friday night, December 20, to Wednesday night, January 1

Training schools, Friday night, December 20, to Sunday night, January 5

1919

Winter Recess

Subject to change

Normal school, Friday night, February 28, to Monday night, March 10

Training schools, Friday night, February 28, to Sunday night, March 9

Spring Recess

Subject to change

Normal school, Friday night, May 2, to Monday night, May 12

Training schools, Friday night, May 2, to Sunday night, May 11

Graduation

Tuesday, June 24, 2 P.M.

Sessions are from 9 A.M. to 12 M., and 1.30 P.M. to 4 P.M. Saturday sessions are omitted.

STATE NORMAL SCHOOL

NORTH ADAMS, MASSACHUSETTS

REQUIREMENTS FOR ADMISSION

I. A candidate for admission to a Massachusetts State normal school as a regular student must have attained the age of seventeen years if a man, and sixteen years if a woman, on or before the first day of September in the year in which he seeks admission (but for admission to the household arts course at the Framingham Normal School an age of at least eighteen years is required); must be free from diseases or infirmities or other defects which would unfit him for the office of teacher; must present a certificate of good moral character; and must present evidence of graduation from a high school or of equivalent preparation, and, in addition, offer such satisfactory evidence of scholarship as may be required by the regulations of the Board. He must submit detailed records of scholarship from the principal of the high school or other school in which preparation has been made, showing the amount of time given to individual subjects and the grades therein, and such additional evidence of qualifications for the calling of teacher as may be defined in the regulations of the Board relating to normal schools.

II. A candidate for admission as a regular student to a general course must offer satisfactory evidence of preparation in the subjects listed under "A," "B" and "C," amounting to 15 units, 10 of which units, however, must be in subjects under "A" and "B" and secured either by examination or certification. (The Massachusetts Normal Art School requires, in addition, that a special examination in drawing be passed. Applicants for admission to the Practical Arts Department of

the Fitchburg Normal School may substitute evidence of practical experience in some industrial employment in whole or in part for the above).

A unit represents a year's study in any subject in a secondary school, constituting approximately one-quarter of a full year's work.

A. *Prescribed Subjects.* — Three units.

- (1) English literature and composition 3 units

B. *Elective Subjects.* — At least 7 units from the following subjects: —

- | | |
|---|-------------------------|
| (2) Algebra | 1 unit |
| (3) Geometry | 1 unit |
| (4) History | 1, 2 or 3 units |
| (5) Latin | 2, 3 or 4 units |
| (6) French | 2 or 3 units |
| (7) German | 2 or 3 units |
| (8) Physics | 1 unit |
| (9) Chemistry | 1 unit |
| (10) Biology, botany or zoölogy | $\frac{1}{2}$ or 1 unit |
| (11) Physical geography | $\frac{1}{2}$ or 1 unit |
| (12) Physiology and hygiene | $\frac{1}{2}$ or 1 unit |
| (13) General science | $\frac{1}{2}$ or 1 unit |
| (14) Drawing | $\frac{1}{2}$ or 1 unit |
| (15) Household arts | 1 or 2 units |
| (16) Manual training | 1 unit |
| (17) Stenography, including typewriting | 1 or 2 units |
| (18) Bookkeeping | 1 unit |
| (19) Commercial geography | $\frac{1}{2}$ or 1 unit |
| (20) Arithmetic | $\frac{1}{2}$ or 1 unit |

For the present, the topics included within the foregoing subjects will be such as are usually accepted by the Massachusetts colleges for entrance. The outlines submitted by the College Entrance Examination Board (substation 84, New York City) will be found suggestive by high schools.

C. *Additional Subjects.* — At least 5 units from any of the foregoing subjects, or from other subjects approved by the high school towards the diploma of graduation of the applicant representing work in addition to that for which credit is gained by examination or certification.

III. A. *Examinations.* — Each applicant for admission, unless exempted by the provisions of sections IV. and V., must pass entrance examinations in the subjects as required under "A" and "B." Examinations in these subjects will be held at each of the normal schools in June and September of each year (examinations for the Massachusetts Normal Art School are held only in September). Candidates applying for admission by examination must present credentials or certificates from their schools to cover the requirements under "C," and will not be given examinations in these subjects. Persons not able to present these credentials must obtain credit for 15 units by examination in the subjects listed under "A" and "B."

B. *Division of Examinations.* — A candidate for admission to a normal school may take all of the examinations at once, or divide them between June and September. A candidate will receive permanent credit for any units secured by examination or certification.

IV. *Admission on Certificate.* — A graduate of a public high school approved by the Board of Education for purposes of certification to a State normal school may be exempted by the principal of the normal school from examination in any of the subjects under "A" and "B" in which the applicant has a record of B or 80 per cent. in the last year in which such subject has been pursued and in which the principal of the high school shall certify that the applicant is entitled to certification, in accordance with standards as defined by the Board of Education.

Credits secured by any candidate from the Board of Regents of the State of New York, or for admission to any college in the New England College Entrance Certificate Board, either by examination or certification, or in the examinations of the College Entrance Examination Board, will be accepted towards the total of 10 units under "A" and "B." In addition to the units granted by certification candidates must present credentials for subjects under "C."

V. *Admission of Special Students.* — (a) When in any normal school, or in any course therein, the number of students entered as regular students and as advanced students

at the opening of any school year is below the maximum number for which the school has accommodations, the commissioner may authorize the admission as a special student of an applicant who, being otherwise qualified, and who, having taken the entrance examinations, has failed to meet the full requirements provided in the regulations of the Board, but who, nevertheless, is recommended by the principal of the normal school as, in his estimation, qualified to become a teacher. Such a special student shall be given regular standing only when he shall have satisfied all admission requirements, and when his work in the school, in the estimation of the principal, justifies such standing. The principal of the normal school shall report annually in October to the commissioner as to all special students. Certificates may be granted to special students in accordance with regulations approved by the Board.

(b) When in any normal school, or in any course therein, the number of students entered as regular students, as advanced students and as special students as defined in (a) at the opening of any school year is below the maximum number for which the school has accommodations, the commissioner may, subject to such special regulations as may be approved by the Board, authorize the admission to any class as a special student, on the recommendation of the principal, of a person possessing special or exceptional qualifications for the work of such class. Such special student shall not be considered a candidate for a diploma until he shall have qualified as a regular student, but may, on the satisfactory completion of the work of the course, be granted a certificate to that effect by the Board. The principal of the normal school shall report annually in October to the commissioner as to all special students in the school under the provisions of this section.

VI. *Admission as Advanced Students.* — A graduate of a normal school or of a college, or any person with not less than three years' satisfactory experience in teaching, may be admitted as a regular or as an advanced student to any course under such regulations as may be approved by the Board.

SCHEDULE OF ENTRANCE EXAMINATIONS

THURSDAY, JUNE 20, 1918

Morning

8.30- 8.45.	Registration
8.45-10.30.	English
10.30-11.30.	Geometry
11.30-12.30.	Household arts, manual training

Afternoon

1.30-2.30.	Drawing, stenography
2.30-4.00.	Latin, arithmetic
4.00-5.00.	General science, current events

FRIDAY, JUNE 21, 1918

Morning

8.15- 8.30.	Registration
8.30-10.00.	French, German
10.00-11.30.	History
11.30-12.30.	Physical geography, commercial geography

Afternoon

1.30-2.30.	Algebra
2.30-3.30.	Chemistry, physics
3.30-4.30.	Physiology, bookkeeping
4.30-5.30.	Biology, botany, zoölogy

MONDAY, SEPTEMBER 9, 1918

Morning

8.30- 8.45.	Registration
8.45-10.30.	English
10.30-11.30.	Geometry
11.30-12.30.	Household arts, manual training

Afternoon

1.30-2.30.	Drawing, stenography
2.30-4.00.	Latin, arithmetic
4.00-5.00.	General science, current events

TUESDAY, SEPTEMBER 10, 1918

Morning

8.15- 8.30.	Registration
8.30-10.00.	French, German
10.00-11.30.	History
11.30-12.30.	Physical geography, commercial geography

Afternoon

1.30-2.30.	Algebra
2.30-3.30.	Chemistry, physics
3.30-4.30.	Physiology, bookkeeping
4.30-5.30.	Biology, botany, zoölogy

TIMES OF EXAMINATION AND ADMISSION

Examinations for admission to the normal school are held at the close of the school year in June, and also at the beginning of the school year in September, as stated in the calendar. Candidates are advised to present themselves at the first examination.

It is advisable that application be made soon after January 1, and that certificates be forwarded early in June.

New classes are admitted to the normal schools only at the beginning of the fall term. Candidates should come in September prepared to stay, as regular work begins on the day following the examinations. In exceptional cases admissions to classes already formed are allowed at the beginning of the second term.

CURRICULA

I. Elementary and Intermediate Departments combined

Designed primarily for students preparing to teach in the first six grades of central elementary schools and in rural schools of all grades.

A period is forty-five minutes in length.

NAME AND NUMBER OF COURSE	Number of Weeks	PERIODS WEEKLY OF —		
		Recitation	Laboratory or Teaching	Expected Outside Preparation
<i>First Year</i>				
English Language 1	19	2	—	3
English Language 2	19	3	—	2
English Language 5	19	2	—	1
English Language 7	10	1	—	2-4
Mathematics 1	19	3	—	3
Mathematics 2	19	5	—	5
Practical Science 1	19	2	1	3
Practical Science 2	19	1	2	2
Physical Education 1	19	3	Occasional	2
Physical Education 2	38	—	3	—
Music 1	19	4	—	1
Music 2	38	1	—	—

I. Elementary and Intermediate Departments — Concluded

NAME AND NUMBER OF COURSE	Number of Weeks	PERIODS WEEKLY OF —		
		Recitation	Laboratory or Teaching	Expected Outside Preparation
Drawing and Fine Arts 1	38	Occasional	3	—
Practical Arts 1	12	Occasional	3	1
Practical Arts 2	12	Occasional	3	1
Practical Arts 3	12	Occasional	3	1
Practical Arts 4	19	1	2	3
Education 1	28	1	—	1
Education 6	19	—	4	1
Education 7	19	—	4	2
<i>Second Year</i>				
English Language 3	19	3	—	3
English Language 4	19	2	—	2
English Language 6	19	3	—	1
Literature	38	3	—	3
Practical Science 3	19	1	1	2
Physical Education 3	38	Occasional	3	Occasional
Music 2	38	—	1	—
Drawing and Fine Arts 2	19	Occasional	3	Occasional
Practical Arts 5	19	Occasional	2	—
Practical Arts 7	19	Occasional	2	—
Geography	38	2	1	3
History, Social Science 1	19	3	—	3
History, Social Science 2	19	1	—	1
Education 2	19	5	—	5
Education 3	19	1	—	1
Education 4	38	1	—	1
Education 8	6	—	18	25
Education 9	6	—	18	25
<i>Elective</i>				
Practical Arts 6	19	$\frac{1}{2}$	$1\frac{1}{2}$	2
Practical Arts 8	19	Occasional	2	2
Education 5	38	3	—	3

II. Primary Department¹

The curriculum of this department varies from that of the elementary department in the substitution of Education 5, kindergarten and primary principles and methods, in place of History and Social Science 1 during the first half of the second year, and in place of Literature during the second half of the second year.

The principles which control kindergarten instruction apply not alone to children three or four years of age, but as well to the whole phase of early childhood, — the period extending from two or three to seven or eight years of age. Kindergarten and primary instruction differentiate not in principle, not in general method, but in the adaptation of ways and means to the tendencies and growing powers prominent at that period. The process is continuous, the objects studied vary, constructive power widens in application, the use of symbols becomes increasingly prominent. The curriculum as planned and practiced trains teachers to work in primary grades, to make due connection with previous kindergarten and home instruction, and to make possible and easy the development characteristic of following years.

Practice teaching is confined to the kindergarten and first four grades if the number in the class is not too large. Observation ranges through older grades also, according to the need of the student.

Elective Courses in Household Arts

Students of requisite ability who desire to prepare in a larger degree to teach the household arts in rural and semi-rural schools, with the purpose of making the schools more vital factors in the welfare of the several communities, are allowed to take elective advanced courses in cooking and sewing in place of portions of the work in mathematics, history, and literature, yet not to the degree of lessening efficiency in the usual instruction required in elementary schools.

¹ Designed for students preparing to teach in primary grades.

Candidates for these elective courses must be of superior ability, must present evidence of skill in cooking and sewing, and should have studied chemistry in the high school.

Elementary-Intermediate Department

JUNIOR CLASS

<i>First Half Year</i>		<i>Second Half Year</i>	
English Language 1 . . .	2	English Language 2 . . .	3
Mathematics 1 . . .	3	English Language 5 . . .	2
Practical Science 2 . . .	3	Mathematics 2 . . .	5
Physical Education 1 . . .	3	Practical Science 1 . . .	3
Physical Education 2 . . .	4	Physical Education 2 . . .	4
Music 1 . . .	4	Drawing 1 . . .	3
Drawing 1 . . .	3	Practical Arts 1, 2, 3 . . .	3
Practical Arts 1, 2, 3 . . .	3	Practical Arts 4 . . .	3
Education 1 . . .	1	Education 1 . . .	1
Education 6 . . .	4	Education 6 . . .	4
Periods per week . . .	30	Periods per week . . .	31

SENIOR CLASS

<i>First Half Year</i>		<i>Second Half Year</i>	
English Language 3 . . .	3	English Language 4 . . .	2
Literature . . .	3	English Language 6 . . .	3
Practical Science 3 . . .	2	English Language 7 . . .	1
Physical Education 3 . . .	4	Literature . . .	3
Drawing 2 . . .	3	Physical Education 3 . . .	4
Practical Arts 5 . . .	2	Practical Arts 7 . . .	2
Geography . . .	4	Geography . . .	2
History, Social Science 1 . . .	3	Education 2 . . .	5
History, Social Science 2 . . .	1	Education 3 . . .	1
Education 4 . . .	1	Education 4 . . .	1
Education 8 . . .	4	Education 9 . . .	6
Periods per week . . .	30	Periods per week . . .	30

ENGLISH LANGUAGE

The aims common to all these courses are to know that language is instinctive and is vital to thought. To discover by personal investigation how hearing and seeing language, speaking and writing, spontaneity and originality in expression vary naturally in each child in the successive phases of his development, and in different children at the same stage of development.

To teach language as a means of expressing experience. To appreciate the complete dependence of expression on impression in learning conventional language. To derive the content of language lessons, both instruction and practice, from the expressions of children, and to apply the same to their real activities.

To define the respective purposes of instruction, application and correction. To know the conditions essential to securing skill in the correct use of language. To distinguish the causes of bad language habits in each pupil.

To adapt the steps in the subject and the modes of instruction and drill to the needs of the individual; to the characteristics of the class. To establish habits of correct speaking and writing. To base methods of instruction, drill, and correction on the structure and functions of the brain and on the natural way in which children learn language.

English Language 1. Oral language. Miss BARIGHT.

First half of first year. Nineteen weeks; two periods weekly; outside preparation, three periods weekly.

Aims (in addition to those common to all English language courses): To judge and correct one's own oral language on both formal and informal occasions. To compare the oral language of children from different home environments, from similar home environments. To compare in-school and out-of-school speech habits as to vocabulary, sentence forms, pronunciation, quality of voice, spontaneity, and self-correction. To discriminate the speech errors of individual pupils.

To make instruction agree with the natural way in which all children learn speech. To realize that spontaneity, pride in correct expression, and enjoyment of discrimination in language are stimulated chiefly by emulation.

Content: Kinds of language. How speech is learned. Conversation, —

characteristics of children's; why, when and how to hold; language improvement resulting. Story telling, — purposes, types of stories, selection, adaptation, preparation, telling, effects. Use of pictures. Dramatizing, — dramatic play, home play, free play at school, guiding dramatic play, effects. Reciting rhymes and poetry, cumulative prose stories and other prose selections, — importance to children, place in the teaching of English, choice.

Method: Mutual observation and correction by students of their own language. Observation and grouping of errors in children's speech for instructive, corrective, and drill lessons.

Observation of lessons taught by the regular teacher or the normal school instructor. Report and discussion of the content and method of the lesson and of the children's responses. Illustration and analysis of methods of teaching type lessons.

Collection and arrangement of material for illustration and application. Comparison of manuals of language instruction. Planning lessons for imitative teaching. Instruction of retarded or advanced individuals, of groups, and of whole classes. Correlation with drawing and the practical arts.

English Language 2. Reading and spelling. Mr. ELDRIDGE.

Second half of first year. Nineteen weeks; three periods weekly; outside preparation, two periods weekly. This course emphasizes the elementary processes of learning to read silently and orally.

Aims (in addition to the aims described in previous language courses): To establish the habit of judging and correcting one's own reading. To make methods of teaching reading conform with brain structure and function. To make clear the necessity of teaching one language process at a time. To account for the variations in the vocabularies and sentence construction of children's speech and reading, in good and poor reading, in quality of reading in other than reading lessons, in kinds of mistakes. To compare the relative amounts of instruction and correction necessary in learning to speak and to read. To adapt silent and oral reading in kind and amount to the differing ability and development of the children.

Content: Analysis of oral rhymes and prose stories. Kinds of oral-word lessons. Meanings of oral words. Word hearing (phonics). Word pronouncing.

How written language is learned. Story method of learning silent reading; comparison of prevailing methods. Sentence making. Kinds of printed word lessons. Meanings of printed words. Word seeing (graphs). Oral reading (phonograms). Written spelling. Oral spelling. Use of capitalization and punctuation in reading. Use of the dictionary.

Method: Demonstration of the structure and functions of the brain as related to reading. Observation of illustrative lessons. Report and discussion of the content and method of these lessons and of children's responses.

Observation and grouping of errors in children's reading and spelling for instructive, corrective, and drill lessons. Illustration and analysis of prevailing methods of teaching reading and spelling. Comparison of manuals.

Collection and classification of material for silent, oral, and drill reading in elementary grades. Planning lessons for imitative and original teaching. Modification of lessons to meet the needs of non-English speaking pupils. Instruction of retarded and advanced pupils, native or foreign born.

English Language 3. Grammar. Mr. ELDRIDGE. Miss BARIGHT.

First half of second year. Nineteen weeks; three periods weekly, outside preparation, three to four periods weekly. The cultural elements are more prominent than the professional.

Cultural. Aims: To teach the sentence as the expression of a thought, a judgment. To cultivate power of discrimination in hearing, reading, and making sentences. To establish correct grammatical standards as to sentence structure and word forms. To fix correct grammatical habits. To train to think straight, to define accurately, to explain logically. To teach the analysis of sentences as a means of appreciating literature.

Content: Ideas and thoughts. Words and sentences. Thinking and speaking. Elements, complements, modifiers. Kinds of sentences. Analysis of sentences to judge correctness and definiteness of expression. Parts of speech, classes and inflections. Substantives and modifiers. Verbs, complements, and modifiers. Participles and infinitives. Prepositions and conjunctions. Analyses of words in sentences to determine correctness of form and use.

Emphasis on discernment and correction of personal errors in speech, in script. Intelligent use of principles, rules, and definitions. Cultivation of enjoyment of good usage.

Method: Definite, logical, organized instruction to establish correct standards and habits. Constant observation, discussion, and correction by each student of his own language, of others' language. Tests to measure progress.

Professional. Aims: To know children's language as a growing organism. To observe how grammatical usage is learned during childhood and youth. To discover the dawn of consciousness in the use of language and its effect on learning and using language.

To test the relative abilities of sensory and motor minded pupils to hear and see language as such. To observe the relation between poor use of English (oral and written) and habits of study, and to discover the causes thereof.

To adapt instruction to types of mind, relative abilities, and interest in language. To illustrate ways and means of getting children to correct their own language. To cultivate children's interest in language as an art.

Content: Grammatical elements peculiar to each phase of development. Effect of environment. What constitutes good usage to younger pupils, to older pupils. Pupils' errors as the chief source and occasion for grammatical instruction. Kind and amount of systematic grammar profitable for older elementary pupils. Relative influence of illustrations and rules as guides to correct use. Relative importance of learning by imitation and instruction, in younger, in older grades. Adaptation of instruction to the needs of non-English speaking pupils.

Method: Passive and active observation of the language of children and youth. Collection and classification of grammatical errors heard and seen. Observation of lessons taught by the regular teacher or the normal school instructor. Reports and discussion of the methods and results. Imitative teaching. Writing lesson plans involving logical thinking. Teaching and criticism. Discussion of responses of and permanent effects on children. Tests of progress. Investigation of attention to grammatical errors in other lessons. Comparison of grammars and manuals. Modes of using courses of study and manuals.

English Language 4. Composition. Miss BARIGHT.

This course accompanies each of the other English language courses. It occupies the equivalent of nineteen weeks; two periods weekly; outside preparation, two periods weekly. Oral composition is emphasized in connection with English 1 and 3; written composition in connection with English 2 and literature. The course is equally cultural and professional.

Cultural. Aims: To induce habits of fluent and accurate, original and individual expression. To feel the æsthetic importance of fine arrangement. To think discriminatively, connectedly, logically. To express adequately. To realize the dependence of progress in thought upon progress in expression. To promote social intercourse.

Content: The standard of good usage. Diction. Structure of sentences, — use of complements and modifiers, grammatical agreement and reference; unity, order, co-ordination, subordination, parallelism, logical agreement, etc. Structure of a composition, — unity, organization, coherence. Analytical outlines. Letter writing. Arrangement of manuscript. Technical elements of expression.

Method: Study of illustration. Preparation of outlines. Speaking with and without notes. Prepared and extemporaneous discussion. Writing exercises, — sentences, paragraphs, compositions. Correction of papers written by self, by others. Revision of typical papers.

Professional. Aims (see English Language 1, oral language): To compare the ways in which children learn oral and written expression. To compare the written language of children from different home environments, from similar environments; of children of objective and subjective types. To discover which children base written expression on speech, which on reading; in younger grades, in older grades.

To discover the relative importance of oral and written expression in promoting intelligence in younger children, in older children. To adapt instruction to the interests and needs of children at each stage of development. To base instruction and practice on the present experiences of children.

To know that consciousness by each pupil of a definite useful purpose in the written expression is the most important motive in securing sustained effort. To know that the æsthetic appearance of a written paper is motivated for the most part by desire for approval. To know that progress in written composition depends almost wholly on the ability and habit of self-correction of daily efforts.

Content: Conversation. Reproduction. Original composition, — spontaneous remarks, description, narration, explanation, argument. Co-operative composition. Enlargement of sentences, condensations of paragraphs. Letters, — social and business. News items. Telegrams. Advertisements, etc.

Comparative development of oral and written composition. Use of experiences, pictures, and text for suggestions. Use of summaries, questions, and topics to guide composition. Correction, — to what purpose, how, by whom, when, how often. Revision. Effects of correction and revision on spontaneity and originality.

Method: Listening to children on formal and informal occasions. Observation of instructive and of practice lessons. Conduct of similar exercises with individuals and groups of pupils. Analysis and report of pupils' speech and writing.

Discussion of kinds of errors and modes of correction. Comparison of the oral and written products of the same pupil, of good and bad talkers; of good and bad writers. Discrimination of causes of good and bad work.

Preparation of lesson plans for typical exercises. Comparison of manuals of instruction. Investigation of use of composition in connection with various school subjects.

English Language 5. Oral reading. Miss BARIGHT.

Second half of first year. Nineteen weeks; two periods weekly; outside preparation, one period weekly. This course is in direct sequence with English 1 and 2, and emphasizes reading as an art. Although the work is largely cultural the professional applications are made of each topic to facilitate early practice teaching.

Aims (in addition to the aims described in English 1 and 2): To think intelligently, — to think ideas separately, in their group relations; to perceive their relative importance, to follow the development of the thought. To respond promptly and fully to the emotions described or suggested in the text. To imagine situations vividly and in detail. To understand thinking and feeling as causes of expression. To understand the body and voice as means of expression. To cultivate ease, grace, and dignity of poise. To use the voice correctly and effectively.

To know what in children constitutes naturalness of expression, how to preserve it, how it is lost, how to recover it. To know the attitude towards oral reading of younger children, of older children, and the reasons therefor. To account for the variations in oral reading of sensory and motor minded pupils. To recognize the variation in oral reading due to defective sight or hearing, or to wrong use of the voice.

Content (see English 1 and 2); Conversation, — characteristics, comparison with oral reading, elements to be emphasized in oral reading.

Story telling, — comparison with conversation and oral reading; from memory and by aid of a book; types of stories and their characteristics; adaptation to the changing needs and interests of children; characteristics of a good story teller.

Silent reading, — processes, intellectual and ethical effects, fundamental importance, effect on oral reading.

Oral reading, — processes, purposes, characteristics, types of material for successive phases of development, sources of material, causes of loss of power in pupils of older grades.

Distinction between word lessons, oral reading, and reading drills. Individual and group reading. Relation of the reader to other members of the class. Modes of preparing for oral reading. Tests of successful reading. Reading drills, — kinds, purpose, time, devices.

Method: Active participation by the normal school instructor with the students in conversation, telling anecdotes and stories, dramatization, and oral reading to exemplify ideals of fine and adequate expression. Practice by students to make all oral expression interpretative. Oral analysis of speech to prove intelligent grasp of thought. Oral exemplification of correct and incorrect utterance. Observation of lessons with children, etc., as described in the methods of English Language 1 and 2.

English Language 6. Oral reading 2. Miss BARIGHT.

Second half of second year. Nineteen weeks; three periods weekly; outside preparation, one or two periods weekly. This course is a direct continuation of Reading 1, but emphasizes the professional more than the cultural aspect.

Aims (see English 1, 2, and especially 5): To exemplify satisfactorily oral reading for each grade of children. To appreciate the kind and degree of emotional expression characteristic of children at different stages of development. To arouse children's pride in reading aloud. To give personal aid needed by individual children, and to adapt material and instruction thereto. To improve the quality and accuracy of each student's expression. To use oral reading to stimulate silent reading and to teach literature, adapting the same to the several types of pupils. To promote reading aloud at home.

Content (in addition to Reading 1): Speaking, — extemporaneous reports and discussions of current events, recitation of memorized selections, original talks from outlines. Distinction between reciting, acting, and oral reading. Relative kind and amount of preparation for oral reading. Exercises for qualities of expression as related to the thought and feeling. Exercises for accuracy in use of the voice as a mechanism. Modes of stimulating interest and effort in oral reading.

Method: Observation of lessons, as described in the methods of antecedent courses. Active instruction of children, especially of those needing instruction. Discussion of results obtained, modifications necessary. Comparison of influence of material selected by children and of contents of school readers. Preparation for oral exercises on public occasions.

English Language 7. Penmanship. Mr. COUCH.

Second half of first year. Ten weeks; one period weekly; outside preparation, enough to attain the standard. Cultural and professional.

Aim: Free, easy, legible, beautiful handwriting. Ability to teach penmanship.

Content: Correct position of body, pencil, pen, and paper. Drills for movement and control. Length and frequency of drills. Application in other subjects. Gradual perfection of form. Motives to induce practice. Care of ink, pens, and paper.

Method: Practice under imitation and direction. Persistent use in connection with other subjects.

Observation of pupils under instruction and at practice. Analysis of pupils' movements and papers. Discussion of variations and their causes. Organization of procedure in a series of grades.

LITERATURE**Literature. Miss BARIGHT.**

Second year. Thirty-eight weeks; three periods weekly; outside preparation, three periods weekly. The course is equally cultural and professional, the latter element being emphasized the second half year.

Aims: To develop taste and enjoyment in reading literature. To use literature to find and extend one's self, to give a new sense of truth, to develop ap-

preciation of beauty, to enrich thinking, to intensify perception of and sympathy with all phases of life, to create and preserve ideals, to develop character, to give better knowledge of human nature, to vitalize thinking concerning common things.

To show the relation of literature to history. To illustrate the natural and true approach to literature. To know the forms of literature and how to use literature to improve use of language.

To show the characteristics of children to which literature must be adapted. To collect and classify literary material according to the needs of pupils in successive phases of development according to the requirements for special occasions. To use the library effectively. To become familiar with the best thought concerning the value and use of literature in schools. To teach how and when to use song and story in the instruction of children.

Content: Works and lives of selected American and English authors. Works and lives of modern nature writers. Characteristics and development of the short story and lives of leading writers. Correlation of literature with other subjects. Function of literature in the education of children.

Characteristics of folklore, fairy tales, fables, myths, legends; stories of physical prowess and heroism, nature and animal stories, tales of adventure, serious effort, and humorous stories; stories of intellectual and ethical heroism, of achievement, adventure, romance, chivalry; dramas. Testing of the effects of prose and poetry, and interpretation by vocal expression.

Methods of teaching literature according to its form and the maturity of the pupils.

Opening exercises, — purpose, variety of interests, use of material, children's initiative, results.

Method: Oral reading, story telling, and dramatization by the normal school instructor to exemplify fine ideals and standards; by the students, to strengthen and enlarge ideals and to learn correct habits of expression. Silent reading, investigation, reports, and discussions.

Observation and analysis of lessons taught by the normal instructor or the regular teachers. Writing of lesson plans for teaching by presentation and questioning, both in normal classes and at the training schools. Investigation of the outside reading of children and source of material; of use of school libraries.

MATHEMATICS

Mathematics 1. Concrete geometry. MISS SEARLE.

First half of first year. Nineteen weeks; three periods weekly; outside preparation, three periods weekly.

Aims: To observe the untaught modes of construction by children. To perceive the natural order of project, use, form, measurement, and size. To perceive the natural place of drawing in project making. To discern the appearance of mathematical reasoning and of definition. To judge of mathematical maturity as evidenced in projects. To find points of contact for definite instruction in form, measurement, and size; concrete classification and demonstration.

Content: Observation of objects and processes used in construction by children and by mechanics; grouping according to form; usefulness of each form.

Positions and relative positions of lines, surfaces, and solids. Use of straight-edge, plumb, level, and try-square.

Concrete measurement and reasoning in finding area and volume. Making sketches, working drawings, and patterns on square-ruled and plain paper for the construction of geometrical objects and derived forms. Analysis, classification, and definition of figures and solids.

Concrete demonstrations of elementary principles of geometry; growth of abstract demonstration; cultivation of mathematical English expression. Selection of projects and material according to needs and interests of children. Use of projects to motivate other subjects. Plans of lessons.

Method: Personal observation and investigation of children at play, of mechanics at work; reports and discussions. Making, building, drawing to understand the scope and difficulty of projects. Study of geometrical forms from type solids, drawings, and architecture of the vicinity. Observation of children when taught by normal school instructor or by the teacher of the grades. Perception and record of plans in model lessons observed. Writing new lesson plans.

Mathematics 2. Arithmetic. Miss SEARLE.

Second half of first year. Nineteen weeks; five periods weekly; outside preparation, five periods weekly.

Aims: To observe the numbers and number processes used by children apart from instruction. To base instruction on the knowledge and ability discovered in children. To adapt instruction to meet the conditions under which children use number in buying and selling, construction, and computation. To discern the appearance and promote the growth of mathematical reasoning. To use arithmetic to measure conditions described in other subjects.

Content: Observation of the conditions under which children use numbers apart from instruction. Organization of the number facts and processes commonly used by children, by parents, by clerks, by mechanics, etc. Selection of projects for points of contact in teaching. Figuring and its relation to reasoning. Analysis of problems, place and use of diagrams and formal explanations. Comparison of mathematical abilities of children and reasons for differences. Study of children's papers, textbooks, newspapers, reports, accounts.

Method: Personal investigation by students. Reports and discussions. Preparation of illustrative material for teaching. Special trips to stores, banks, and offices. Drills in computation to secure accuracy and in solution of problems to test reasoning. Observation of model lessons. Writing lesson plans. Comparison of textbooks.

GEOGRAPHY

Geography. Mr. ELDRIDGE.

First half of second year. Nineteen weeks; four periods weekly; outside preparation, eight periods weekly.

Second half of second year. Nineteen weeks two periods weekly; outside preparation, four periods weekly.

Aims: To observe definitely the geographical phenomena of the locality. To imagine distant phenomena clearly by definite use of local observations. To reason from cause to effect. To organize and locate the geographical facts

necessary for intelligence as to current events. To observe the responses made to geographical phenomena by children in their several stages of development. To base instruction on the personal experiences of pupils.

Content: Local geography, — features most prominent, most used by children, most important to the welfare of the citizens. Representation by sand modeling, map sketching. Reading of local maps. Use of the school and home gardens for learning elementary facts of agriculture.

Travel geography, — comparison of distant places and people with local conditions, careful study of type regions and activities. Earth as a whole, — relief, drainage, climate, productive areas, populous areas, means of communication. Kinds and uses of maps, globes, and text. Place of map drawing and editing.

Comparative study of continental features and activities. Detailed study of Massachusetts and the United States. Great nations, — their importance, influence of geographic environment, interdependence of peoples.

Method: Numerous class trips for careful observation of geographic features. Special investigations. Reports and discussions of observed phenomena and of their relation to children's study.

Laboratory experiments to illustrate and explain causal relations. Personal practice in sand modeling, map drawing, and map reading. Comparison of textbooks, supplementary reading, and maps to find their appropriate place and use. Collection and arrangement of illustrative material. Observation and analysis of model lessons. Adaptation of lesson plans to maturity of children.

HISTORY AND SOCIAL SCIENCE

History and Social Science 1. American history. MR. SMITH.

First half of second year. Twelve weeks; four periods weekly; outside preparation, five periods weekly.

Aims: To distinguish the phases of human endeavor which are of most interest to children at their several stages of development. To adapt instruction to the maturity of pupils. To cultivate interest and initiative in historical reading. To inculcate ideals of patriotism based on social justice. To realize that a State or nation is the creation of the people or is what the people permit or tolerate.

Content: Observance of historical holidays. Stories of primitive life. Fairy stories, myths, and legends. Stories of physical prowess, — explorers, settlers, soldiers, sailors, etc. Stories of intellectual conquest, — inventors, builders, merchants, statesmen, authors, etc. Stories of moral heroism and other elements of character. (These topics are considered more fully in connection with the course in literature.)

Local history and its relation to local geography. Growth of the United States, — territorial, industrial, political, social. Interstate and international relations. Relative importance of chronological and causal sequences. (These topics are treated in detail for use in older grades.)

Method: Observational trips to places of historical interest. Reports and discussions of historical features of importance to children.

Critical consideration of the relative value of historical stories and textbooks; of pictures and maps. Collection and arrangement of illustrative material.

Observation of model lessons. Writing lesson plans for types of instruction. Adaptation of methods to secure initiative and interest in historical reading; in current events. Conduct of trips, recitations, and discussions.

History and Social Science 2. Civics. Mr. SMITH.

First half of first year. Seven weeks; four periods weekly; outside preparation, five periods weekly. The study of civics is in part contemporary with the study of American history and in part follows that course. The subject is more cultural than professional.

Aims: To recognize and define the social problems of the day in rural and urban communities and in different States and nations. To trace the course of prominent social movements. To know present-day methods of solving these problems. To feel personal responsibility for social welfare. To investigate the intelligence and moral attitude of children as to social problems.

Content: Interrelations of institutions, — family, school, church, town, city, State, nation, and society. Opportunity for the individual. Relations of labor and capital; of capital and politics. Responsibility of society for protection of health, care of the poor, prevention of ignorance, poverty, and crime. Responsibility of the public school for development of moral intelligence. Consideration of topics that can be taken up profitably with children in the grades.

Method: Observational trips by individuals, groups, and classes to various residence districts; to public buildings, especially the city or town hall, police station and court room, fire houses, hospital, waterworks, library, mills, stores, markets, etc. Practice at the training schools in promoting better and more active citizenship. Reading and discussion of contemporaneous books and magazine articles. Reports of observed socializing instruction in rural and urban schools. Discussion of practicable methods for interesting parents in making schools centers of socializing work.

PHYSICAL EDUCATION**Physical Education 1. Hygiene. Miss SKEELE.**

First half of first year. Nineteen weeks; three periods weekly; outside preparation, two periods weekly.

Aims: To understand the elementary facts of the structure, function and care of children's bodies. To feel personal responsibility for the physical welfare of children. To use methods that result in the formation of health habits and respect for the laws of health.

Content: Objective study of organs and tissues to insure right knowledge of the simpler structures and functions of the human body. Recognition of the physical characteristics of children peculiar to each stage of development. Observation of children to discover normal and abnormal conditions of health. Investigation of conditions in the schoolroom, on the playground, and in the home environment which produce normal and abnormal conditions.

Discrimination of facts of structure, function, and hygiene stimulating in children the practice of health habits, and necessary to parents and teachers in order to take intelligent care of children. The topics treated in detail are vision, hearing, posture; teeth, nose, throat, skin, hair; clothing, drinking cups, and towels; cleanliness; ventilation; emergencies; use of tobacco and alcoholic liquors, signs of contagious diseases, bacteria. Selection of material and methods of teaching that result in health habits and respect for the laws of health.

Method: Reference to knowledge gained by personal experience in ill health, in caring for children or the sick, and by observation of parts of lower animals

seen at home or in the market. Reference to personal conditions made manifest by the entrance physical examination. Observational study of shank of beef, haslet, skeleton; manikin, models of brain, eye, ear, respiratory tract, and pelvic cavity; pictures and diagrams, microscopic slides. Observation of instruction of children by the instructor in hygiene and by the teachers at the training schools. Perception of plans in lessons observed. Writing lesson plans. Exposition of materials and methods, collected and arranged for use with children. Discussion of the relation of hygiene to social welfare.

Physical Education 2. Gymnastics 1. Miss SKEELE.

First year. Thirty-eight weeks; three periods weekly; outside preparation, occasional.

Aims: To enjoy playing games, dances, and other exercises, indoors and outdoors. To understand children's need of physical activity and to sympathize with their play spirit. To improve health of body and vigor of mind; posture and carriage.

Content: Games, dances and other exercises adapted to students for children, for indoor and outdoor use. Corrective exercises adapted to school conditions. Apparatus work suitable for playground instruction. Adaptation of exercises to age and sex; to restrictions of schoolrooms and playgrounds. Use of phonograph records. Use of language in directing exercise.

Method: Active play. Observation of and playing with children. Imitative teaching. Umpiring games, etc. Observation and discussion of children of forms of exercise, of adaptations, of influence of school on home play and work.

Physical Education 3. Gymnastics 2. Miss SKEELE.

Second year. Thirty-eight weeks; three periods weekly; outside preparation, occasional.

Aims (see Gymnastics 1): To acquire skill in conducting corrective exercises, folk dances, and games.

Content: As described for Gymnastics 1.

Method: As described for Gymnastics 1; also, observation of instruction by the normal school instructor; by the teachers of the grades. Practice teaching with and without immediate supervision. Playground direction.

PRACTICAL SCIENCE

Practical Science 1. Sanitation. Miss VARRELL.

Second half of first year. Nineteen weeks; three periods weekly; outside preparation, three periods weekly.

Aims: To practice cleanliness and order in the care of personal and school property. To teach children why cleanliness and order are necessary, and to take responsible care of school and personal property. To adapt instruction to the successive abilities of children to practice sanitation. To promote helpfulness of children in their homes.

Content: Dust, its dangers, prevention; use of water in cleaning; soaps and other cleaning agents; removal of stains; disposal of waste; sewage, use of wood, coal, gas, and kerosene stoves; lighting and ventilating of schoolrooms; care of clothing at school.

Principles of science on which modern sanitary processes are based.

Application of these principles in the care of floors, walls, windows, desks, sinks, stoves, utensils, closets, and coat rooms; books, apparatus, supplies; grounds, toilets; disposal of waste; prevention of flies; heating, lighting, and ventilation.

Method: Laboratory experiments. Inspection and discussion of schools. Practice in school housekeeping. Supervision of children. Practice demonstration. Special trips to study water supply, generation of gas and electricity, modes of heating and ventilating.

Practical Science 2. Plant life. Mr. SMITH.

First half of first year. Nineteen weeks; three periods weekly; outside preparation, two periods weekly.

Aims. To know plants as developing organisms. To understand their function in nature. To appreciate their influence on human life. To observe the responses to plant life by children at their various stages of development. To adapt instruction to the successive interests and needs of children. To promote home gardening.

Content: Soils, — composition and relation to plant growth. Relation of heat, moisture, and light to plant growth. Bulbs, — parts, growth; educational importance. Greenwood cuttings. Grafts. Structure, function, habit, and habitat of familiar plants. Food plants. Ornamental plants. Common trees, shrubs; useful and ornamental. Relation of plants to all animal life. Plants interesting to children. Organization of subject and illustrative material. Correlation with geography and drawing.

Method: Observation of soils and plants in natural location. Experiments on soils and plants. Growing bulbs and cuttings. Transplanting full-grown plants for winter use. Dissection of plants at various stages of growth. Observation of plant models and diagrams. Use of garden catalogs and magazines; textbooks; poetry. Observation and discussion of model lessons; of children at work with plants. Planning of type lessons. Differentiation for rural schools.

Practical Science 3. Animal life. Mr. SMITH.

First half of second year. Nineteen weeks; two periods weekly; outside preparation, two periods weekly.

Aims: To know animals as developing organisms. To understand their function in nature. To appreciate their influence on human life. To observe the responses to animal life by children at their various stages of development. To adapt instruction to the successive interests and needs of children. To promote kindness to animals and protection to human beings.

Content: Animals prominent in the interests or needs of children. Characteristics, habits, and habitat of animals. Animals useful or injurious to plants or human beings. Prevention of injurious animals. Protection of useful animals. Care of domestic animals. Attitude toward wild animals. Organization of lessons according to the maturity of children and the environment. Collection and arrangement of illustrative material. Correlation with gardening, geography, civics (State law).

Method: Observation of children at play or work with animals. Observa-

tion of animals in their usual environment, whether at large or in confinement; individual trips and class excursions. Special observation in the school garden, at neighboring farms and stables, and at occasional menageries. Experiment; in the schoolroom and study of models and diagrams. Collection and discussion of use of catalogs, magazines, pictures, stories, and textbooks. Observation discussion of model lessons. Planning of similar lessons. Differentiation of content and method according to maturity of children and environment.

PRACTICAL ARTS

Practical Arts 1. Handicraft. Miss LAMPHIER.

First year. Twelve weeks; three periods weekly; outside preparation, one period weekly; opportunity for extra work after sessions.

Aim: To teach the technique of such handicraft as can be done profitably in the first six grades.

Articles: Based on school and home uses. Reed and raffia are used in making baskets, napkin rings, table mats, boxes, etc. Cardboard, paper, and cloth are used in making memorandum pads, binders, portfolios, etc. Chair seating is applied to school and home chairs. Knitting is used for making face cloths, wristers, etc. Modifications are made to meet any needs of rural schools.

Method: Actual making of articles. Observation of children at work and of their products. Writing lesson plans. Practice teaching according to object and skill of the student.

Practical Arts 2. Handicraft 2. Miss PEARSON.

First year. Twelve weeks; three periods weekly; outside preparation, one-half period weekly.

Aims: To teach the technique of paper tearing, paper cutting, paper construction, stenciling, arranging, mounting. To appreciate children's æsthetic endeavors in construction. To realize the intelligence and skill necessary for artistic results.

Content: Paper tearing, — symbols of objects appropriate for picture story telling. Paper cutting, — symbols for picture story telling; animals that will stand; calendar mounts; dramatic accessories. Paper construction, — envelopes, boxes, covers, baskets, valentines, sand-table objects, lamp shades, etc. Mounting of pictures. Stencil cutting and stenciling. Arrangement on bulletin boards. Arrangement of room furnishings.

Method: Actual making of articles. Observation of children at work and of their products. Discussion of artistic values of objects made; adaptation to other subjects. Adaptation of methods and devices. Assisting children and practice teaching according to the object and the ability of the student.

Practical Arts 3. Handicraft 3. Woodworking. Mr. CUMMINGS.

First year. Twelve weeks; three periods weekly; outside preparation, one period fortnightly; opportunity for extra work after sessions.

Aims: To use woodworking tools and the fundamental processes. To appreciate the constructive activities of boys in middle and upper grades. To understand the intelligence and skill necessary for successful results.

The articles made are based on school and home uses, and on play.

With the coping saw are made map and picture puzzles, frames, furniture, animals, carts, windmills, etc.

With the carpenter's tools are made bookshelves, book ends, bookcases, boxes, screens, stools, stands, tables, chairs, etc.

Method: Actual making of articles. Observation of boys at work. Observation of products made by children; by manufacturers. Use of drawings. Discussion of methods of teaching and adaptation to rural schools. Practice teaching according to the object and the ability of the student.

Practical Arts 4. Gardening. Mr. SMITH.

Second half of first year. Nineteen weeks; three periods weekly; outside preparation, three periods weekly. This course must be preceded by Practical Science 2, plant life.

Aims: To practice gardening. To cultivate personal interest in growing things. To increase foresight and responsibility peculiar to the care of living things. To feel the satisfaction of effort and the beauty of product. To appreciate the fundamental value of agriculture and the need of scientific procedure. To observe the variation in native interests of children toward gardening, according to phases of development and conditions of environment. To differentiate kind and method of work to meet the variations in children and in locality.

Content: Planning and laying out individual gardens, $4\frac{1}{2}$ by 15 feet. Preparation of soil, use of fertilizer, tillage.

Seed testing, germination, thinning, transplanting, use of cold-frame and hot-bed, setting out. Planting, cultivating, harvesting, marketing, clearing, and composting. Study of farm machinery and processes.

Variation in kind of gardening according to maturity of children; imitative, instructive, elective; individual and group commercial gardens. Experimental plots. Home gardens. Correlation with arithmetic, geography, history, and drawing.

Method: Actual gardening by each student. Observation of interest and skill of students and children; of effects of climate and care on growth and products. Competitive exhibition of flowers and vegetables at the local fair. Inspection of home gardens; reports and discussions of observations. Discussion of the importance of home gardens. Adaptations for rural and urban schools. Use of government publications. Observation of model lessons. Writing lesson plans. Assisting in the school gardens.

Practical Arts 5. Cooking 1. Miss VARRELL.

First half of second year. Nineteen weeks; two periods weekly; outside preparation, occasional.

Aims: To conduct the noon lunch of school children. To teach cooking in rural schools as regular work; to use cooking to motivate other school activities. To cultivate pride in helping at home. To place American standards before children of foreign parents.

Content: Simple cookery whereby children can help at home. Characteristics of foodstuffs. Selection of foods and method of cooking. Selection of recipes for use at the noon lunch. Choice of a simple cooking equipment for a rural school.

Method: Actual cooking processes to be used in rural schools and homes.

Use of kerosene, wood, coal, and gas stoves; of rural school equipment. Setting table, serving, clearing the table, and washing of dishes. Experiments to explain principles of food preparation. Observation and instruction of children at noon lunches and cooking exercises. Discussion of methods of teaching with this simple equipment. Special trips to stores and markets, dormitory kitchen, and supply rooms.

Practical Arts 6. Cooking 2. Miss VARRELL.

First half of second year. Nineteen weeks; two periods weekly; outside preparation, one period weekly. A special course open only to pupils of proved superior intelligence and administrative ability.

Aims: To teach cooking in the more highly developed rural or semi-rural schools. To secure more effective practice by children at home. To motivate lessons in health, arithmetic, geography, and good manners. To work intimately and confidently in mothers' clubs, etc.

Content (Extension of Cooking 1): Comparative nutritive value and digestibility of foodstuffs. Proper food for children of school age. Economical use of food; adaptation to materials and money available. Planning of simple wholesome meals suitable for children.

Sale of foods cooked at school and expenditure of the money for school improvements — account of cost receipts, and expenditures, profit.

Method: Extended personal practice in cooking and serving. Special practice teaching in rural and urban training schools. Reading and discussion of such work now being done in more distant schools. Special trips to bakeries, refrigerators, and fruit houses.

Practical Arts 7. Sewing 1. Miss VARRELL.

Second half of second year. Nineteen weeks; two periods weekly.

Aims: To teach sewing as a part of the regular work. To use sewing to motivate other school subjects. To cultivate pride in helping at home. To set good standards before children of foreign parents.

Content: Repairing clothing belonging to self or others; other articles. Making new articles for wear or house use. Taking care of under and outer garments.

Adaptation of clothing of the teacher to the schoolroom and pleasure of children. Comparison of courses of work and methods of teaching for rural schools.

Method: Actual sewing processes to be used in rural schools and homes. Machine sewing; care of machine. Using patterns. Distinguishing textiles.

Observation of children at work and of their products. Instruction of children. Special trips to dry-goods stores. Study of a course in sewing.

Practical Arts 8. Sewing 2. Miss VARRELL.

Second half of second year. Nineteen weeks; two periods weekly; outside preparation, one period weekly. A special course open only to pupils of proved superior intelligence and administrative ability.

Aims: To teach sewing in well-developed rural or semi-rural schools. To induce more effective help by children at home; to motivate lessons in health,

arithmetic, color, and good taste; to work more intimately and acceptably in mothers' clubs and similar organizations.

Content (Extension of Sewing 1): Characteristics of different textiles. Comparative durability and cost of materials. Selection of projects according to the needs and abilities of children. Choice of materials for personal use. Adaptation for use, ornament, and style. Making of articles for school use.

Method: Extended personal practice in sewing, by hand and machine. Measuring, drafting, and cutting patterns. Modifying of patterns bought.

Special practice teaching in rural and urban training schools. Observation, reading, and discussion of work in distant schools. Special trips to department stores and millinery shops.

DRAWING AND FINE ARTS

Drawing and Fine Arts 1. MISS PEARSON.

First year. Thirty-eight weeks; three periods weekly; outside preparation, occasional.

Aims: To draw freely, spontaneously, and with skill. To appreciate the beauty of plant and animal forms, of color and form in the landscape, and of good design in architecture and interior decoration. To understand what is in good taste aesthetically. To know and enjoy examples of fine art. To know the natural responses of children, at their several stages of development, to beauty and to the elements of art. To study the instinctive efforts of children to express experiences by modeling, drawing, and coloring; and to use these methods for practical and for æsthetic purposes. To teach children to get keener appreciation of fine art by attempting to express beauty by drawing, color, and design.

Content: Color, — discrimination of color and appreciation of harmony; the spectrum, tints, shades, hues, tones, values, scales, and charts; study of fruits, vegetables, trees, and landscapes.

Representation, — effects of distance and level upon the appearance of objects; foreshortening of hemispherical, conical, and cylindrical objects; vase forms; illustrative drawing; mechanical drawing of patterns and of views of objects; hand lettering.

Design, — development of decorative units from plant forms; border, surface, and radial arrangements to express rhythm, balance, and harmony of shape and line; interpretation of natural forms in terms of design.

Fine art, — enjoyment through play of the imagination; recognition of dominant art principles; acquaintance with subjects appropriate to the calendar months.

Method: Typical lessons for understanding of subject-matter and demonstration of processes, following by much practice to fix correct habits and to produce skill.

Use of crayon, pencil, and brush in sketching appearance, recording observations, and illustration. Painting by the floated method. Mechanical drawing of patterns and views of objects. Blackboard drawing.

Analysis of objects and arrangements to find the principles of art used. Designing and applying decoration to constructed objects. Study of children's products.

Oral analysis by students of the teacher's plan as to content, distribution and use of material, and method of instruction. Observation of model lessons with children to illustrate phases of the subject, methods of instruction, responses by children, and methods of criticism. Writing plans of lessons observed and of similar lessons. Imitative teaching of children, according to the ability of the student.

Drawing and Fine Arts 2. Miss PEARSON.

First half of second year. Nineteen weeks; three periods weekly; outside preparation, occasional.

Aims: As described in the previous course.

Content: Color, — harmonies of color; interrelation of line, value, and intensity; complementary and analogous schemes of color in flower arrangement, dress, interior furnishings and decorations, exteriors; effects of light and shade and of backgrounds upon decorative effects.

Representation, — discrimination of shape and proportion in the appearance of objects, with particular attention to use of invisible edges, axes, and diagonals; appreciation of beauty of form; landscape composition; pictorial arrangement; figure drawing.

Design, — judgment of objects, decorations, and arrangements according to elements of rhythm, balance, spacing, and appropriateness; appreciation of beauty of design in decoration; adaptation of plant and animal forms and of abstract spots in problems of design.

Fine art, — enjoyment of the emotion of beauty and the play of imagination excited by fine art; cultivation of æsthetic judgment; acquaintance with fine art as found in schoolroom decorations, home furnishings, local architecture, reproductions of masterpieces.

Method (the ways specified in the previous course): Flower arrangement in dishes; choices for fitness of shape, color, and position. Collecting and arranging examples of good coloring, — pictures, dress goods, wall papers, hangings, and small decorations. Selecting, mounting, framing, and hanging of pictures.

Designing and decorating model interiors and exteriors. Application of principles of art to rooms in the training schools, dormitory, and homes of the students. Visits to homes, museums, and stores for study of art value and selling price.

Writing lesson plans of type forms of work. Practice teaching of projects most easy of introduction. Analysis of a course in drawing for elementary grades.

MUSIC

Music 1. Miss SEARLE.

First half of first year. Nineteen weeks; four periods weekly; outside preparation, fifteen minutes daily.

Aims: To hear and understand music. To sing by rote and by note. To observe the musical activities of children at different stages of development, and to make these the points of contact in instruction. To compare methods of teaching to read and to sing. To cultivate love and appreciation of good music and to understand its social power.

Content: What, why, and how children sing at the various stages of development. Qualities of children's voices. Elements of music; their relative prominence in children's singing. Progression in rote singing. Progression in use of notation. Selection and arrangement of songs to meet special conditions. Recognition of musical forms. Acquaintance with fine music, prominent artists and composers. Influence of music on the community.

Method: Observation of children's singing. Testing ability to hear and reproduce musical elements. Discussion of adaptation of music to ability. Steps in teaching rote songs; notation. Use of singing books. Singing alone; in groups. Writing lesson plans. Comparison of various methods in vogue. Use of the phonograph.

Music 2. Miss SEARLE.

Chorus singing, — through two years; averages one period weekly.

Recital, — through two years; averages twenty minutes weekly.

Glee Club, — through two years; averages one and a half periods weekly; one annual concert.

EDUCATION

Education 1. Child study. Mrs. COUCH.

First year. Twenty-eight weeks; one period weekly; outside preparation, one period weekly.

Aims: To impress these standards of education: Children, not subjects, are of paramount importance. Development of children is the fundamental motive in education. Interdependence of body and mind is the occasion of great variation in the activities of every child. Interpretation of the appearance and activities of children is the basis of safe adaptation of instruction and control.

Content: Discovery of prominent instincts in individuals; of social tendencies of groups. Characteristics of the several phases of development of children. Temperaments. Effect of environment. Relative strength of the sensory activities. Prominent intellectual activities. Individual and class needs and modes of satisfying them. Arrested development, its cause, prevention, and cure.

Method: Observation while conducting some activity; while children are active under another teacher; while children are engaged in "seat work," or in free play, or in marching. Reports and discussions of experiences of students. Visitation of neighboring schools.

Education 2. Psychology. Mr. MURDOCK.

Second half of second year. Nineteen weeks; five periods weekly; outside preparation, five periods weekly.

Aims: To comprehend the biological fundamentals of education. To know and treat children as developing organisms, products of heredity and environment. To understand physical, mental, and moral education, each as a growing process with characteristic stages of development. To comprehend the dependence of mental processes upon brain functions. To discriminate the principles of education based on the development of children. To discern the present influence of these principles.

Content: The comparative study of animals and human beings.

Heredity, — its physical basis, and what can be inherited.

Instincts, — classes, appearance, transitoriousness, variability, modification.

Consciousness. Mind, — biological, human. Education as the adjustment of environment to development. Physical development and education. Mental development and education. Moral development and education.

Phases of development, — early childhood, later childhood, adolescence. Educational adjustments based on the development of children. Principles of education, — pedagogical, administrative.

Method: Recollection of personal experiences and of observations, reading; reports, comparisons, and discriminations of fundamentals. Daily illustrations from work observed in training and other schools; daily applications thereto. Conclusions in connection with each biological element as to the educational adjustment necessary. Consideration of changes in self and in society due to present-day application of biological principles of education. Discussion of ways and means of applying these principles of education in public schools first taught by graduates of the normal school.

Education 3. History of education. Mr. ELDRIDGE.

Second half of second year. Nineteen weeks; one period weekly; outside preparation, one to two periods weekly.

Aims: To select those principles of education which teachers personally should apply in the instruction and control of children. To trace the development and application of these principles. To realize their importance because of their endurance through centuries of testing. To feel the responsibility of applying these principles and of judging results thereby.

Content: Analysis of personal experiences and of observed instruction to find the fundamental principles which direct successful teaching and wise control. Grouping of these principles according to child nature, environment, and subject. Tracing the origin, growth, and present-day importance of these principles. Comparing the permanent contributions of Comenius, Rousseau, Pestalozzi, Herbart, Fröbel, Spencer, Hall. Tracing the principles of administration to their formulation in the school laws and practices of to-day.

Method: Reports of personal experiences and observation of work at the training schools and elsewhere. Discussion to clarify the principles. Research to trace development of principles. Special presentations of the work of the great educators. Discussion of present-day problems.

Education 4. Management. Mrs. COUCH.

Second year. Thirty-eight weeks; one period weekly; outside preparation, one period weekly.

Aims: To know the organization and conduct of a school as an independent unit and as a part of a school system. To know the laws, rules, and principles which control modes of procedure. To distinguish the optional elements which may prevail in the management of a class from the compulsory elements necessary to the welfare of the system. To judge how the system works to the advantage and disadvantage of pupils.

Content: Preparations for organizing a school new to the teacher. Steps in opening the new school. Formation of classes. Making a program.

Room arrangements for conduct of recitations. Provisions to secure orderly movements of pupils. School government, — rights and duties of teacher and pupils. Disorder, — what it is and its causes. Means of avoiding disorder.

Rules and regulations, — kinds, reasons therefor, by whom made, number. Punishment, — when and why necessary, kinds, principles underlying choice of kind and mode of infliction, effect produced.

Keeping of school records and care of school property. Relations to higher officers; to the parents and the community. Effect of teacher's personality, dress, manner, spirit.

Method: Recollection of early school habits. Observation at the training and other schools. Experiences in administration and instruction. Comparison of observations. Reading of stories of school life; of practical treatises. Conclusions and applications. Active administrative practice at the training school.

Education 5. Kindergarten theory and method. MRS. GRAVES.

Second year. Thirty-eight weeks; three periods weekly; outside preparation, three periods weekly.

This is a special course for preparing students to teach in primary grades. Students are admitted to this course on the basis of adaptability to younger children as evidenced in the practice teaching of the first year. Ability to sing and to play some musical instrument is a prominent qualification. Students who desire to take this course will have special opportunities to observe in younger grades during the first year.

Aims: To interpret the activities of children individually. To distinguish the effects of various environments on young children. To realize the complete dependence of younger children on the environment of home, neighborhood, and school. To quicken sympathetic understanding, to increase versatility in adaptation, to improve foresight in planning kind and sequence of work.

Content: Instinctive activities predominant in early childhood. Comparative development of spontaneity and inhibition.

Play, — function, kinds, selection and adaptation to maturity; Fröbel's plays as related to primary pupils.

Games, — distinction from play in general, function, kinds, adaptation to maturity of children and to school environment; comparative study of plays and games of children of different races and nations.

Symbolism, — ideas which children symbolize, natural and conventional symbols, progressive in use of conventional symbols; effective of prevention of symbolic play.

Comparison of Fröbel's gifts, Montessori apparatus, and corresponding material available in the immediate environment. Function of fairy stories, myths, and legends.

Similarity and continuity of characteristics of children in kindergarten and primary grades; variation in predominant characteristics from grade to grade.

Method: Special observation and instruction of children. Reading and reports thereon. Discussions and conclusions as to pertinence of biological principles in the education of young children, danger of stereotyped methods, variety in equipment. Planning of lessons to cultivate the instinctive tendencies of children, to meet seasonal changes of nature, to make the best uses of the immediate environment. Practice teaching in kindergarten and primary grades.

Education 6. Practice Teaching 1.

First half of first year. Nineteen weeks, including assignments to four or more rooms; four periods weekly; outside preparation, four periods weekly.

Aims: To get acquainted with children of varying degrees of maturity, of different social environments, and of several nationalities. To interpret the activities of children for purposes of instruction and control. To understand the adaptation of instruction to the needs of pupils. To get experience with which to understand the instruction given by normal school teachers.

Content: Activities recalled from experiences of childhood and approved for practice. Activities of the regular teacher which can be correctly imitated. Conversations, dramatizing, story telling, singing, pronouncing, dictation, making change, etc. Use of materials, — objects, pictures, puzzles, sand, clay, blocks, etc.

Method: Observation in particular of the individual or group assigned, in general of the whole class, while they are at work with the regular or a student teacher. Observation of the teacher's personality, dress, attitude toward pupils, mode of instruction and administration. Assisting in distribution and collection of material, care of desk, blackboard, closets, cloak room, etc.

Observation of children at work with "seat material," to find their peculiar modes of operation and the reasons therefor. Instruction when appropriate. Analysis of children's products, correction of papers, preparation of teaching material.

Teaching and playing games, dances, gymnastics, indoors and outdoors. Imitative instruction of pupils assigned for special aid, individuals or groups in any convenient place. Control of pupils at time of entering or leaving.

Oral and written reports to and conferences with the regular teacher.

Education 7. Practice Teaching 2.

Second half of first year. Nineteen weeks, including assignments to four or more rooms; four periods weekly; outside preparation, four periods weekly.

Aims (as for Practice Teaching 1): To know more children along familiar lines of work. To know more activities of familiar pupils. To feel confident and easy when conducting familiar work with larger groups and whole classes. To perceive and report the plans evident in lessons taught by the regular teacher. To imitate such lessons in plan and practice, and to modify such lessons when sufficient skill is attained. To observe and participate in administration in order to measure its value and difficulty.

Content (exercises described for Practice Teaching 1): Collection of data for instruction from the speech, script, drawings, and products of pupils. Drills for accuracy and speed derived from arithmetic, geography, elementary language, grammar. Imitative instruction in practical arts, gymnastics, study of pictures, reading, spelling, etc.

Method (modes of work described for Practice Teaching 1): Practice of writing and drawing on the blackboard. Preparation of illustrative teaching material. Assisting in the conduct of exercises on special occasions. Management of pupils at recesses. Drills and imitative instruction. Teaching of backward pupils. Participation in opening exercises.

Education 8. Practice Teaching 3.

First half of second year. Six weeks; one or two assignments; eighteen periods weekly; outside preparation, eighteen periods weekly.

Aims (as for Practice Teaching 1 and 2): To know the movement of a school throughout a session. To discover the intellectual types and prevailing interests. To observe the adaptations made to meet the different abilities of pupils. To hold the attention of pupils not spontaneously interested. To observe and to account for the teacher's mode of dealing with misdemeanors.

Content (exercises described for Practice Teaching 1 and 2): Instruction in subjects requiring a continuous development of thought. Assignment of lessons and devising of various appropriate modes of recitation. Conduct of related drills and examinations. Art of questioning.

Method (modes described for Practice Teaching 1 and 2): Responsible instruction of a section or of the whole school, according to ability of the student teacher. Responsible administration, — filing, care of clothing, sinks, furniture, blackboards; books and supplies. Visitation of other schools. Substituting in schools of the vicinity.

Education 9. Practice Teaching 4.

Second half of second year. Six weeks; eighteen periods weekly; outside preparation, eighteen periods weekly; one or two assignments, according to the choice or evident need of the student.

Aims (as for Practice Teaching 1, 2 and 3): To conduct a school as if a paid assistant. To discover causes of inattention and misdemeanors and to adapt means of prevention. To relate punishment to offence. To measure progress of individual pupils.

Content (exercises as described for Practice Teaching 1, 2 and 3): Instruction in subjects requiring logical and causal thinking. Grouping of pupils according to similarity of intellectual abilities; of social interests. Conduct of group work along advanced or applied lines. Investigation of home occupation, amusement, reading, and study. Problems of delinquency. School records.

Method (modes described for Practice Teaching 1, 2 and 3): Responsible teaching and administration, according to abilities of student teachers. Particular modes of strengthening weak efforts of the student teacher. Keeping of daily attendance records and making of monthly report. Making inventories of school property. Participation in all school events connecting home and community. Visitation of other schools. Substituting in the vicinity.

SHORT WINTER COURSES

Teachers desirous of spending their winter vacations at the school are cordially invited to come at any time. Observation work, study of elected subjects, participation in regular and special courses, and preparation of teaching material are offered in all departments of the normal and training schools. There is afforded every facility for study, the work being

adapted to the wishes and capabilities of applicants in so far as the permanent needs of the school permit. No summer session is held. During March a separate class for vacation students is conducted in the following subjects: —

Arithmetic, — every-day activities which require the use of number. What and how children learn naturally about number out of school and what to do in school. How to study a store and how to conduct a store in the-schoolroom. How to use home, store, and farm accounts. Practical exercises in measuring length, area, volume, weight, capacity, value. What fractions are used in ordinary daily business and how. Business practices in percentage. Agricultural arithmetic.

Natural steps in all arithmetical solutions. How to think, diagram, explain, and figure problems. Business modes of securing accuracy and speed.

Form, — how to use objects of all kinds in teaching form. How form underlies all number, all drawing, all construction. How to teach use of ruler, card, and compasses. Easy mechanical drawing for all grades, and its connection with arithmetic and construction work.

Drawing, — free-hand pencil and brush work lessons in form, color, and design as related to construction and home decoration.

Story telling, — how children tell and learn to tell stories before coming to school. How to continue with younger grades. How to use a book in learning to tell a story. Importance of story telling to reading, literature, history, and geography.

Reading, — how children learn to talk, act, converse, dramatize before coming to school. The purposes of silent and oral reading. What is meant by the thought, sentence, action, word, phonetic, story, and methods. How to teach the rhyme method and the progressive story method. Prevailing defects and their prevention in the reading of grammar pupils.

Story and letter writing, — how to secure free writing, sentence making, paragraphing, and punctuation.

Literature, — its value and place in primary grades; in grammar grades. Methods of teaching.

Grammar, — what and how children learn naturally. How analysis of sentences is easy and leads to appreciation of literature. How the study of the parts of speech can lead to correct expression.

Spelling, — written and oral, importance of each. How to secure interest, accuracy, and speed.

Plant study, — growth of bulbs, green wood cuttings (slips), seeds, and preparation for gardening.

Geography, — relation of outdoor work to study of pictures, sand models, and maps. Continents, with special attention to ways of using textbooks. Nations, with application to commercial geography.

History, — how to celebrate great days. How to use hero stories. United States history.

Emergency practice, — adapted to experiences of children.

Hygiene, — how to make it lifelike and profitable.

Children's games, — indoors and on the playground.

Seat work, — kinds and uses appropriate to the several primary grades.

Industrial work, — special opportunities have been arranged for instruction and practice in the forms of work feasible in district schools.

Child study, — phases of life and their relation to teaching.

Lesson plans, — value and use.

Programs, — the variety and distribution of subjects taught in district schools will be thoroughly discussed and programs made.

For expenses, see page 51.

CORRESPONDENCE COURSES

The *purpose* of these courses is to aid teachers —

Who have had no professional training at a normal school.

Who have taken short winter or summer courses.

Who have taken special courses.

Who have not been able to complete regular diploma courses.

Who are graduates of normal schools but who wish special

aid in organizing the practical arts ("industrial work," "seat work," "occupation work," etc.), or who wish to study certain subjects more extensively or to prepare to teach new subjects.

The *co-operation of the superintendent* is of vital importance. With his approval and aid the correspondence lessons can be put into daily practice. Copies of lessons and directions to corresponding students are sent to the superintendent. In short, it is preferred that the superintendent should be the active agent of the normal school in conducting these courses.

The *conditions of admission* to correspondence courses are —

The applicant may be any teacher in active service or who plans to return to active service.

The applicant may be a person who has entered a Massachusetts normal school by certificate or examinations or both, or who is unable to remain for resident study.

A testimonial of good character and of fitness for the work must be presented from the superintendent or other competent judge.

The registration paper and testimonials must be acceptable to the principal of the normal school.

The normal school reserves the right to discontinue the work of any student for reason of poor or irregular work, nonpayment of incidental expenses, nonsuccess in actual school work, or of character.

The *courses given* are limited to those subjects or parts of subjects which can be pursued satisfactorily by correspondence. Subjects or parts of subjects which require the use of a laboratory or the personal presence of the instructor are not undertaken. The choice of subjects depends on the scholarship of the applicant and the opportunity to put the subjects and methods into practice.

The *scope of each course* is as follows: —

Investigation: —

- Experiences of the pupils
- Content and divisions of the subject
- Value of the subject to the learner
- Relation of the subject to other subjects
- Natural mode of learning the subject

Organization: —

- Distinguishing essentials
- Condensing thought into topics
- Adapting the subject to the —
 - Experiences and interests of the learner
 - Aim of the teacher
 - Limitations of the program, etc.
- Expression in appropriate manner
 - Construction
 - Drawing
 - Speech
 - Script

Extension of scholarship, to —

- Get wider and more accurate knowledge
- Appreciate interrelations of parts of the subject
- Value the subject in relation to other subjects
- Discriminate leading facts more wisely
- Meet emergencies, be resourceful
- Express in forms adapted to the pupil and the subject

Preparation of lesson plans for —

- Teaching new lessons
- Conducting recitations
- Promoting individual and group work
- Drilling
- Examining

Each plan includes —

- Purpose of the teacher
- Selection of the project, object, or subject
- Arrangement of topics and order of procedure
- Preparation of material to be used
- Method of conducting the work

Teaching under observation

The phases of each subject to be taken will be adapted to the previous training of the corresponding teacher and to the immediate needs of her individual school.

The *method of work* is —

Co-operation with the superintendent.

Choice of subjects to be determined in part by the present scholarship of the candidate, but more largely by the opportunity for practice and the availability of material.

Study of subject and method in accordance with outlines and lesson plans prepared by normal school instructors. Submission

of recitation papers, one lesson at a time to the instructor, who will correct and return the same at his early convenience.

Practice of the manner and method of corrected lessons on the teacher's own pupils. In case the method is not approved by the superintendent for habitual use, the student must give satisfactory evidence of understanding the methods, both of the superintendent and the normal school instructor. The first purpose is to teach to understand and discriminate the excellences and defects of the method which is in use, then to advocate the definite practice of a safe and sound method.

Written examinations, testing knowledge of facts and of methods, must be passed in all subjects studied, either at the normal school or under outside supervision approved by the normal school.

The assistance of the superintendent is expected in encouraging the study and practice by the teacher. The superintendent, on request, sends to the normal school instructor a written judgment of the teacher's progress in teaching, and his recommendation as to changes in the work or as to the credit to be allowed.

Visits are made by the instructor from the normal school to the classrooms of the corresponding teachers to observe the work and give personal aid, if distance and expense permit.

Credit for work accomplished is given as follows: —

A certificate is given for the satisfactory completion of each course, which credit counts for full value toward a diploma.

All credits gained by correspondence work are added to those gained by resident work at the normal school.

One year of resident work at the normal school is required to complete the course of study prescribed by the Board of Education.

A diploma is granted to a student who completes satisfactorily all the subjects of the course, in part by correspondence, in part by one year of resident work.

The *books* necessary for each course are designated in each series of lessons. Correspondence students are advised to buy certain books which have been proved of permanent value. The normal school loans books to accredited students on re-

ceiving an advance deposit varying from 50 cents to \$1 for each book loaned. The money placed on deposit is repaid immediately on receipt of the books loaned.

The *lesson plans and topics* if in print are bought by the students. They are free if in the instructor's script. Payment is made in advance for the lesson plans or topics.

No *registration or tuition fee* is charged any legal resident of Massachusetts. The usual items of expense are printed notes, paper, postage, and books.

LOCATION

North Adams is distinctly picturesque. The elevations that surround the city are among the most attractive of the Berkshire Hills. On the north side are rounded domes of the Green Mountains, on the east the abrupt wall of Hoosac Mountain overhangs the city, while on the southwest border rise the outlines of massive Greylock, the highest peak in Massachusetts. On the westerly slope of an eminence rising several hundred feet above the river are situated the school buildings.

The city is easily reached from the east and west by the Boston & Maine Railroad, from the south by the Boston & Albany Railroad. Electric cars connect the city with Williamstown and other towns to the west, with Adams and other towns southward through Berkshire County.

BUILDINGS

The school building, the dormitory, and the principal's house in exterior are of yellow brick and white marble, with metal roofs. The school building, in Italian style, is one hundred and fifty-two feet long, eighty-four feet deep, and three stories and basement in height. It is of slow-burning construction, the floor timbering and roof being carried with steel beams and trusses. The arrangement of stairways, which are iron, gives easy and safe egress.

In the basement are the boiler, engine, fuel, heating, and repair rooms, rooms for woodwork, printing, basketry, and

chair seating, and a photographic dark room; in the first story, lunch, cloak, coat and toilet rooms, and four natural science laboratories; in the second story, the assembly hall, offices, libraries, and classrooms for language, mathematics, and music; and in the third story, the physical and chemical laboratories; the kitchen, dining room, chamber, and sewing room; the kindergarten and art rooms.

EQUIPMENT

The four natural science laboratories are arranged in sequence, and by means of specimens and models in wall cases is displayed the progression of mineral, plant, and animal life to its development in man. Banks of drawers are provided for type collections and table drawers for working collections and tools. In the instructors' laboratories are reserve specimens, models, pictures, charts, and diagrams. All the science laboratories are well equipped for individual experimentation.

The household arts equipment includes a kitchen, dining room, chamber, laundry and sewing room in the school building and all the appointments in the dormitory.

The gardens contain a little more than three acres, and are devoted to school gardening, agriculture, and horticulture. The greenhouse measures 25 by 36 feet, the tool house 42 by 16 feet.

The practical arts equipment includes also four wood and metal working rooms; a shoe repairing equipment; a room furnished for working with paper, cardboard, reed, raffia, leather, clay, and for chair seating; a printing room.

The forge shop, 32 by 60 feet, is equipped with eighteen forges and benches.

The mathematical department is supplied with collections of commercial and conventional objects for individual use and class observation in the study of geometry and arithmetic, in their appropriate development through all grades, including those of the high school.

The historical and literary departments are supplied with several hundred classified pictures and numerous charts.

The art departments are equipped with adjustable tables,

models, type and ornamental forms, pictures, drawings, casts, and textiles illustrative of the phases of modern art teaching.

The musical equipment includes a gramophone, with three hundred selections, and four pianos.

The library has been selected with especial reference to the needs of teachers. Department libraries are proportionately represented. Magazines and pamphlets for general culture and departmental study are numerous. The pamphlet division already includes several thousand copies.

A radiopticon, a kinetoscope, and an electric projecting lantern, with numerous cards, films, and slides, have been provided. These are used in the various schools, and supplement the work in geography, science, literature, and art.

The gymnasium is located in the dormitory, and is well equipped with apparatus, shower baths, and lockers. Lawn areas are used for basket ball, baseball, tennis, lawn bowls, volley ball, archery, croquet, and similar games.

TRAINING SCHOOLS

Mark Hopkins School, North Adams

On a lot adjacent to the normal school lot is a brick building, containing twenty classrooms, an assembly hall, two large basements, playrooms, a woodworking room for the kindergarten and primary grades, the motor and boiler rooms. In an annex is the gymnasium, 40 by 72 feet, supplied with apparatus sufficient for the accommodation of classes of forty pupils each. All grades are represented, beginning with the kindergarten and extending through nine years of primary and grammar work to the high school. There are eighteen rooms, in each of which is a regular teacher in charge of a class not exceeding forty pupils. The principal is free for the direct observation and instruction of the normal students.

Briggsville School, Clarksburg

This training school is located in a typical mill village about three miles from the normal school, and is reached easily by electric cars. The building is modern, roomy, and

heated by furnaces. The grounds are scanty. Each of the two rooms accommodates forty pupils, classed in four grades. The educational problems are distinctly those of a country mill village.

Bishop School, Clarksburg

This new training school is situated about one mile beyond the Briggsville School. It is a typical rural school, occupying one room. The pupils number about twenty and are in six grades.

Broad Brook School, Williamstown

The Broad Brook School is located in a farming district and is definitely a rural school, with the usual social problems pertaining thereto. The building is without modern conveniences, but the yard is roomy and the views magnificent. In each of the two rooms is a school of twenty-five pupils, the oldest grade being the sixth. The school is about five miles from the normal school and is reached by electric cars.

These four training schools afford unusual opportunities for the study of children and the practice of teaching. Students begin their work in this department immediately after their admission, and continue it regularly throughout the course. The rapidity of progress of the training school work depends on the ability and previous experience of the student. Definite oral instruction and printed schedules guide the observation of children individually, in groups, in classes, and the observation of teaching and control.

TACONIC HALL

The material of the dormitory is yellow brick and white marble, thus carrying out the color scheme. The building is 156 feet along and 100 feet wide, the courtyard being about 58 by 70 feet. On account of the slope of the land the basement floor is at grade with the courtyard, thus securing dry and light living rooms and making the wings as seen from the courtyard three stories high. The balcony over the east porch

is available for persons living on the third floor, and the two west balconies accommodate those living on the first and second floors. Two guest rooms with adjoining bathrooms are provided for parents and friends. Two hospital rooms, with suitable furniture and intervening bathroom, are on the third floor, and are connected by telephone with the matron's room.

The building is heated by steam and lighted by electricity. Special fire-alarm bells, outside iron stairways, inside fire apparatus, and frequent fire drills afford excellent protection.

Unusual facilities are provided for cultivating homelike, social life. The spacious area at the intersection of the first-floor corridors, the east piazza, and west balcony afford delightful opportunities for gathering and conversation. On the same floor are the social room, the reading room, the music room, and the large assembly room, all these rooms being used freely by students. The gymnasium is in the basement, convenient for day or evening play. Four pianos are available for practice.

A subway connects the dormitory with the school building, affording easy access to the gymnasium and protection during inclement weather.

The students' rooms are, for the most part, on the second and third floors. Two students occupy one room. Each room is supplied with chairs, study table, bookcase, bureau, commode, screen, two couches (three feet wide), mattresses, pillows, coverlets, and rugs. Each boarder brings bedding, towels, napkins, napkin ring, and two clothes bags.

All articles sent to the laundry must be distinctly and indelibly marked with the owner's name in full. Trunks also must be marked so as to be easily identified.

Rooms are assigned to entering students according to priority of application, preference being given to residents of Massachusetts.

EXPENSES

Tuition. — To residents of Massachusetts declaring their intention to teach in the public schools of the Commonwealth tuition is free; but residents of other States and countries, and residents of Massachusetts intending to teach in other

States or in private schools, may be admitted to other normal schools than the Normal Art School upon the payment of tuition at the rate of \$50 per year, and such students may be admitted to the Normal Art School upon paying tuition at the rate of \$100 per year, provided that the admission of such students does not exclude or inconvenience residents of Massachusetts intending to teach in the public schools of the Commonwealth.

Textbooks and supplies are free as in the public schools.

State aid to pupils in the normal schools shall be distributed to the several schools according to the number of applicants.

It shall be granted to such persons as, in the judgment of the principals of the several schools, with the approval of the Commissioner of Education, are most deserving of such aid; but the selection of the recipients shall be made from such pupils as have previously attended at least one-half year of the school.

In this distribution of State aid the pupils who live in towns where normal schools are situated shall not be considered as entitled to any portion thereof.

Board. — The regulations of the Board of Education require that the boarders shall pay the current expenses, which include table board, heating in part, laundry, and service. The price of board in each of the boarding halls connected with the normal schools of the State is \$180 for the school year, payable in advance, in four payments, one every ten weeks, beginning with the opening of school in September.

The object of this payment in advance is to secure the purchase of supplies at wholesale cash prices, thereby lessening the cost of supplies and saving to each boarder much more than the interest of the money advanced.

When pupils leave the school before the expiration of a term, money paid in advance will be refunded pro rata. No reduction is made for absence from the hall of less than one week.

If there are vacant rooms those who wish to room alone may do so on payment of the additional charge of \$20 per year.

Employment. — Capable and reliable students can reduce their expenses by assisting in the household work; for example,

by waiting on table, washing silver and glass, etc. Efficiency, need, and priority of application control the appointments. The amounts thus earned vary from \$0.75 to \$1.50 per week.

Short Courses. — To short-course students living two in a room the cost is \$5 per week (six or seven days), including bedclothing, towels, napkins, and laundry. The cost to students living one in a room is \$5.50 per week. The rate for five days or less is \$1.00 per day. Tuition is free. Text-books are loaned to students. The cost for stationery and industrial material is small.

STUDENTS

Senior Class

ELEMENTARY DEPARTMENT

Mabel Ellen Allsop	Williamstown
Marion Frances Barnes	Stow
Irene Frances Betters	Leominster
Alberta May Bicknell	Charlemont
Emily Upton Bissell	Wilmington, Vt.
Hattie Bolton	East Northfield
Harriet Brendlen	North Adams
Christine Eliza Brown	North Adams
Stella Magdalen Butkavitz	Deerfield
Mary Elizabeth Canavan	Dalton
Grace Cecilia Carswell	North Adams
Frances Veronica Casey	Lenox
Mary Agnes Connors	Pittsfield
Mary Irene Connors	Adams
Madeline Agnes Courtney	Cheshire
Hazel Arlene Denison	West Leyden
Anne Kate Dooley	Northampton
Helen Agnes Dunfrey	Williamstown
Alice Genevieve Dunn	Pownal, Vt.
Rose Eleanor Marie Esler	Pittsfield
Gertrude Florence Fahey	Pittsfield
Addie May Golledge	Pownal, Vt.
Marion Gray	North Adams
Amy Frances Hardy	Shelburne
Edna Blanche Harmon	Great Barrington
Constance Howard Harrington	Pittsfield
Mildred Esther Hemenway	Pittsfield
Theresa Margaret Hennessey	Waterbury, Conn.
Cora Mildred Hoyt	Cheshire
Rosalie Christina Jordan	North Adams
Lempie Maria Kallio	Middlefield

Irene Catherine Kearns	North Adams
Josephine Bradshaw Kerr	North Adams
Julia Rose Lawless	Florence
Mabel Charlotte Lilly	Ashfield
Mildred Clymena Mason	Conway
Ruth Dean Mason	Pownal, Vt.
Helen Elizabeth McGraw	Pittsfield
Jane Annetta Montgomery	North Adams
Mary Ellen Mullaney	Lenox
Marion Ellen Mulville	Norfolk, Conn.
Roxie Ada Newcomb	Deerfield
Louise Winifred Noetzel	North Adams
Emma Irene Northup	North Adams
Edith Elizabeth Phillips	North Adams
Alice Gwendolyn Purnell	Pittsfield
Emma May Rice	Charlemont
Georgia Anastacia Robinson	South Shaftsbury, Vt.
Louise Richardson Sandy	Holyoke
Annie Seddon	North Adams
Nora Agnes Shea	Dalton
Margaret Eleanor Shean	Dalton
Ruth McKinley Spooner	Williamstown .
Marvis Rena Strail	Blackinton
Katherine Agnes Toolan	North Adams
Harriet Veritta Treadwell	North Adams
Mabel Josephine Weekes	Brooklyn, N. Y.
Lena West	Strafford, Vt.
Gertrude Sylvia Wheeler	Readsboro, Vt.

KINDERGARTEN-PRIMARY DEPARTMENT

Gladys Nancy Greenwood	Adams
Margaret Warren Hyde	North Adams
Florence Elizabeth Kilburn	Concord, N. H.
Calista Corsanda Roberts	Jacksonville, Vt.
Alice Gertrude Searle	Easthampton

HOUSEHOLD ARTS DEPARTMENT

Minnie Bailey	Williamstown
Leona Elizabeth Burgner	Dalton
Catherine Ruth Cullen	Pittsfield
Grace Foster	Stamford, Vt.

Marguerite Veronica Kenney	Franklin
Helen Gertrude Larkin	Great Barrington
Helen Agnes Meagher	Lenox

Junior Class

Vera Gold Andrews	Deerfield
Helena Virginia Armstrong	Clarksburg
Jessie Carolyn Barber	Williamstown
Mildred Ruth Barton	Greenfield
Marion Helena Blair	Williamstown
Evelyn Miriam Bringan	North Adams
Helen Frances Brown	North Adams
Mabel Louise Burnham	Conway
Katherine Incarnata Burns	North Adams
Martha Dean Carver	Bennington, Vt.
Anna Helen Crofts	North Adams
Louise Marie Cummings	North Adams
Madeline Helen Cushman	Pittsfield
Isabelle Orilla Despin	North Adams
Anna Rose Frank	Pittsfield
Grace Alta Goodell	Pittsfield
Elizabeth Agnes Harrington	North Adams
Margaret Pamela Jones	Williamstown
Ruth Edith Katsh	North Adams
Marjorie Aline Kingsley	Monroe Bridge
Katheryn Teresa Lyons	North Adams
Christine Ella Madison	North Adams
Reine Diana Martin	North Adams
Ethel May McKennie	Adams
Anna Agnes Molloy	North Adams
Gladys Barber Montgomery	Pownal, Vt.
Mary Agnes Nagle	North Adams
Anna Hartnette Noyes	Williamstown
Emily Chapin Parsons	Southampton
Mabel Loretta Purcell	Pownal, Vt.
Lulu Rathbun	Pownal, Vt.
Lillian Mary Schroder	Adams
Lucy Belle Sears	Dalton
Anna Handly Shannon	Northampton
Helen Margaret Smith	Pittsfield
Wilhelmine Stanton Sparrow	North Adams

Ruth Brown Tinney	Williamstown
Margaret Mary Tracy	Pittsfield
Philomena White	Williamstown
Annie Marietta Wood	Adams

Special Courses

Helen F. Kennedy	Holyoke
Catherine McOuatt	Pittsfield
Myrtle L. Percy	Ashfield
Marion G. Plumb (Wellesley, 1913)	North Adams
Pauline M. Roy	Pittsfield

Short Residence Courses

Evelyn Bisbee	Williamsburg
Ruth Carpenter	North Adams
Elizabeth A. Kelley	North Dana
Lucy T. Kasson	Southfield
Margaret Miller	North Chester
Rubie Willey	Dalton

Correspondence Courses

Jean Allan	Everett
Bessie M. Amidon	South Shaftsbury, Vt.
Mary Robinson Bailey	Lanesborough
Florence M. Baker	Amherst
M. E. Bamforth (Mrs.)	Blackstone
Eva Bateman	Richlands, N. C.
Edith E. Baxter (Mrs.)	Orange
Emma Bell	Newburyport
Mary G. Bellamy	Bridgewater
Elizabeth Belden	Pittsfield
Nellie L. Bellamy	Gloucester
Harvey S. Billings (Mrs.)	Cummington
Harriet M. Bly	Hancock
Rachel L. Bridgman	Conway
Laura Charron	Adams
Roy Clark (Mrs.)	Pittsfield
Mary T. Cleary	North Harwich
Annie M. Cupples	Natick
Katherine G. Danahy	Mittineague
Lucy M. Davis	Shelburne

Bessie E. Dietrich	Pittsfield
Blanche E. Doyle	Swampscott
Elizabeth V. Donahoe	Natick
Helen E. Dunnell	Adamsville
Alice Durgin	Swampscott
Nettie L. Eagles	Tewksbury
Edith A. Farnum	Swampscott
Nellie A. Finn	Natick
Margaret M. Flaherty	Gloucester
Grace A. Foss (Mrs.)	East Braintree
Freda S. Goodell	Middleborough
Frances A. Gould	Swampscott
Carolyn C. Grace	North Dighton
Geo. D. Grierson	Charlemont
Amy F. Hardy	Shelburne
Lou M. Harmon	Watson
May B. Harrington	Otis
Eleanore E. Haskins	Savoy
Ruth V. Hemenway	Williamsburg
Evelyn M. Henderson	Somerville
Sarah L. Hinchey	Somerset
Grace E. Hine	Dedham
Harriet J. Hodgkins	Lancaster
Florence B. Holt	Andover
Mary A. Hughes	Merrimac
Elsie M. Hussey	Swampscott
H. Louise Johnson	North Hadley
Lucy T. Kasson	Southfield
Harold E. Keay	Mattapan
Pearl I. Keeler	Pittsfield
Sarah L. Keith	Bridgewater
Mary E. King	Swampscott
May Kingsbury	Shelburne
Mabel S. Knight	Swampscott
Millie Krafft	Williamstown
Edwina G. Lawrence	Orange
Grace Phelps Lickley (Mrs)	Osseo, Mich.
Jane P. Lowell	Newburyport
Florence A. Mackinnon	Lexington
Myrtle L. Markham	Natick
Jessie C. Martin	Swampscott

Julio Martinez	Southbridge
Catherine McOoatt	Pittsfield
John I. May	West Cummington
Isabel L. McAvoy	Hinsdale
May E. McLaughlin	Millers Falls
Susie W. Merritt	West Barnstable
May C. Monahan	Shelburne Falls
Ruth M. Morgan	Cheshire
Myrtie E. Morse	Wellesley
Sylvia S. Morton	Conway
Jean Murray	Plymouth
Roxie Newcomb	Winchendon
Marion F. Newcomb	Swampscott
Elizabeth S. Newman	Hoosac Tunnel
Eva G. Oakes	Cambridge
Delia G. O'Connor	Spencer
Stella A. Ogert	Barre Plains
Florence C. Page	Littleton
Elizabeth M. Parsons	Gloucester
Myrtle M. Percy	Ashfield
Grace E. Potter (Mrs.)	West Acton
Grace V. Reed	Shirley Center
Emma M. Rice	Athol
Maude L. Robertson	Tewksbury
Ethel C. Robinson	Warwick
Elizabeth E. Rogers	New Bedford
Marion G. Rogers	Shutesbury
Helena K. Rutherford	Oakham
Katherine A. Schneider	Gilbertville
Estella M. Sheon	Athol
Grace B. Simmons	Bridgewater
May D. Sleeper	North Chelmsford
Hannah H. Sleeper	Everett
Nellie H. Smith	Gilbertville
Frank S. Somerby	West Springfield
Louise C. Stanley	Swampscott
Laura Stevens (Mrs.)	Stoneham
Bernice G. Stimpson	Andover
Nettie L. Stone	Becket
Helen L. Sweet	Greenfield
Vincie H. Temple	Griswoldville

Mabel F. Verry	Everett
Mabel J. Weekes	Waltham
Ina K. Wetzel	Hinsdale
Rubie M. Willey	Dalton

Summary

Elementary department	99
Primary department	5
Household arts department	7
Special courses	5
Short residence courses	6
Correspondence courses	106
Total	228
Counted twice	2
	226

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